

The International Rescue Committee Program for Afghans



1993 Annual Report

International Rescue Committee

Program for Afghans



Trainers from IRC's Women's Health Educator Training Program discuss human anatomy in a course that prepares refugee women to be public health educators in schools and health facilities. IRC's educational programs for girls and women vary from supporting community-based pre-schools and primary schools teacher-training and conducting courses for women in the fields of public administration, public health and English language.

A community health supervisor with IRC's Hangu Medical Program uses a flipchart to educate a group of village extension workers about prevention and treatment of malaria. In recent years, the Medical Program has placed considerable emphasis on preventive health care education in order to better prepare refugees for their return to Afghanistan.



Cover Page: IRC's Hangu Education Program (HED) provides teacher training and support to community-initiated primary classes like this one in Kotki I refugee camp. By the end of 1993, HED was supporting 58 refugee community-initiated primary classes for grades one through three, with a total enrollment of 2,751 girls and boys.



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FOREWORD

The year 1993 was in many ways a disappointing one for the Afghan people and the many agencies assisting them with relief and rehabilitation services. Chaos and violence in Kabul, the capital city, prevented the formation of an effective central government for the country and led to the creation of additional refugees. Yet outside the capital city, in most of the country's provinces, rehabilitation activities, organized by NGOs such as IRC to encourage repatriation, gathered momentum and achieved impressive gains.

The Afghans, as anyone in Peshawar can tell you, are tough and resilient. Their world for the last 15 years has been turned upside down and remains chaotic. Yet they continue to seek out in a determined way each and every health, educational, and professional opportunity available to them. Much Afghan talent, of course, has immigrated and a great deal of educational time lost. Yet when their country settles down, Afghans will find that the efforts of NGO's like IRC have helped many of them become better educated, more aware of good health practices, and better able to cope with the needs of modern agriculture, business and government than ever before.

In short, our well-run clinics and schools for refugees remain crowded. Fruit trees and improved seeds from our model farms inside of Afghanistan only begin to meet the large demand from farmers trying to improve their lands. Many of our programs are entirely or increasingly self reliant. Farmers purchase improved poultry and fertilized eggs from our model farms. Disabled refugees take out loans from our credit schemes to buy goats and chickens. Our printing press prints millions of text books for Afghan schools. Our computer courses are almost entirely supported by fees. English language training schools, which call themselves IRC schools, have now been founded by graduates of our English language programs in most cities of Afghanistan, as well as in border areas of Pakistan. Ever increasing numbers of Afghan professional groups seek our assistance to put their irrigation and water systems back in order.

Our relief programs for refugees in Pakistan and our rehabilitation programs to encourage them to return to Afghanistan are closely linked. We were never more clearly reminded of this fact when this year vaccinators from our mobile teams inside of Afghanistan found mothers providing immunization records for their children which they first received in our camp clinics in Pakistan. As this demonstrates, our health education programs as well as many others, will continue to serve the Afghan people for many years.

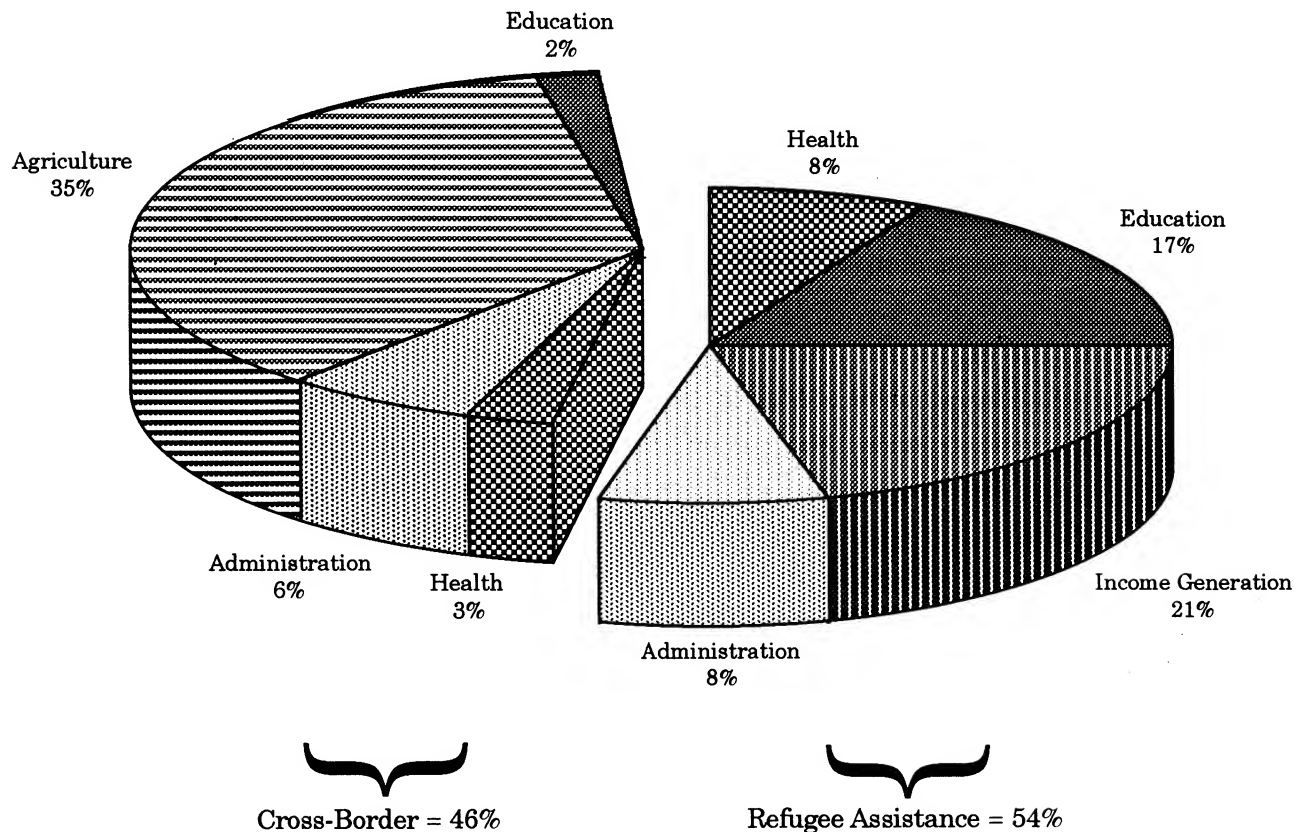
On behalf of the many young Afghans whose lives have improved because of your contribution, we, the IRC staff composed of Afghan, Pakistani and foreign staff, extend our thanks.

January 1, 1994

FUNDING SUMMARY

In 1993, IRC received funding from multiple sources. Among them, the United States government contributed 51 percent, private donors – mostly European contributed 39 percent, and the United Nations gave 10 percent. The total expenditures for IRC/Pakistan tallied seven million dollars. IRC's funds were allocated as shown below:

**International Rescue Committee
1993 Allotment of Funds**



IRC would not be able to assist Afghans without the generous assistance of individuals and organizations that have provided support. IRC would like to take this opportunity to thank the following (in alphabetical order) private, governmental, United Nations donors, as well as those individuals who have contributed to the programs managed by IRC:

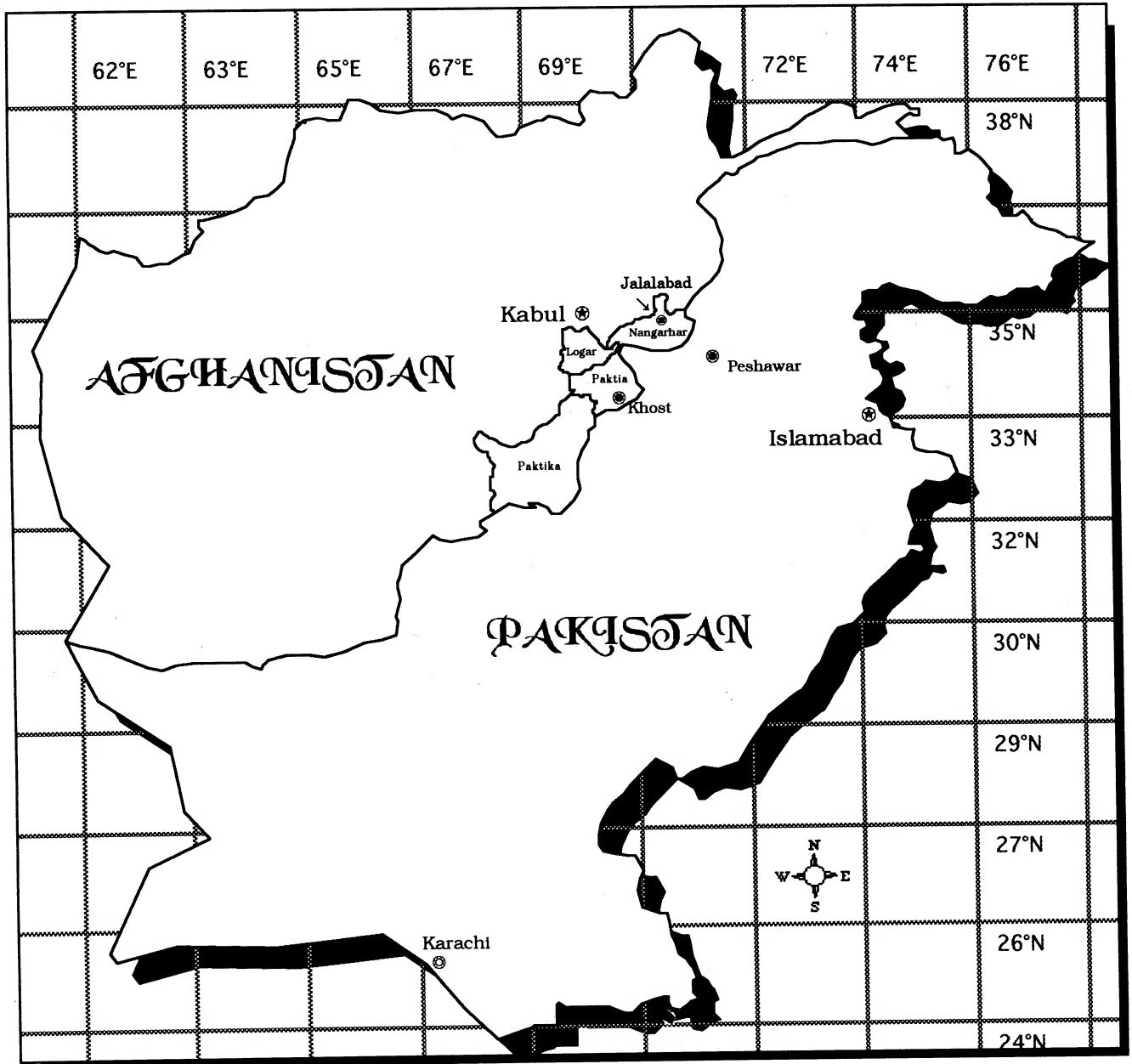
Academy for Educational Development
Agha Khan Foundation
Asia Foundation
Bernard van Leer Foundation
Food and Agriculture Organization (UN)
Norwegian Church Aid/Norwegian Refugee Council
Operasjon Dagsverik

Refugees International – Japan
Stichting Vluchteling
United Nations Development Program
United Nations High Commission for Refugees
UNICEF
U.S. Agency for International Development
U.S. Department of State, BRP

INTERNATIONAL RESCUE COMMITTEE

1993 PROGRAM FOR AFGHANS

PROJECT AREA MAP



M E D I C A L S E R V I C E S

- HANGU MEDICAL PROGRAM
- HEALTH EDUCATION RESOURCE CENTER



A dressing health worker (DHW) treats a patient in the Doaba camp basic health unit (BHU) operated by IRC's Hangu Medical Program. In order to reduce the daily patient load on doctors in the BHUs, the program took steps in 1993 to increase the responsibilities of other health-care workers in the BHU's.



HANGU MEDICAL PROGRAM



In early 1980, IRC initiated an emergency medical program in response to the massive influx of Afghan refugees pouring into Pakistan in the wake of the Soviet invasion of Afghanistan. At that time, IRC's two mobile clinics offered curative services just inside the border of Pakistan. By 1985, IRC's Hangu Medical Program stretched from Kohat to Thal and provided curative and preventive services to more than 200,000 refugees living in 13 camps. Following the fall of the Communist regime in Kabul in the spring of 1992 and the resulting repatriation of nearly 13 percent of refugees from IRC-served areas during that year, IRC began 1993 by providing support for six medical teams and 13 basic health units (BHUs) serving approximately 180,000 refugees. Though 1993 saw only an additional six percent repatriation, the significant decrease in population in Shindand camp made it possible to close the BHU in that camp in September and to cut back its part-time medical team.



(left) A malaria supervisor takes a blood sample from a patient suffering from malarial symptoms. In 1993, the Hangu Medical Program succeeded in controlling falciparum malaria to a much greater extent than in 1992 through a collaborative effort between BHU staff and members of the Community Health Worker and Sanitation Programs.



(right) A vaccinator with the Expanded Program for Immunization administers a vaccine to a child under one year of age. By the end of 1993, IRC's EPI vaccinators fully immunized 5,179 children under one year, achieving an 83.4 percent coverage rate.

To continue to promote the general health of the refugees and to prepare them for their return to Afghanistan, the Hangu Medical Program has consistently emphasized health education and preventive services. In 1993, the IRC Hangu Medical Program operated with the following goals:

- To promote proper nutrition among the population, focusing on women and children;
- To educate the population about common health problems and solutions;
- To provide an adequate supply of water, environmental education, and sanitation facilities;
- To offer special health services to mothers and to children under five;
- To provide childhood immunizations against six target diseases;
- To prevent and control locally-endemic diseases;
- To provide appropriate treatment for common diseases and injuries;
- To provide ongoing training to the Afghan staff members who serve as health workers, to permit transfer of public health awareness to home villages in Afghanistan; and
- To maintain a corps of Afghan staff capable of independent management of a Primary Health Care system at all levels who can transfer that management experience to Afghanistan.

PRIMARY HEALTH CARE SERVICES

1993 HIGHLIGHTS

- **Efforts continued in 1993 to improve the health education offered in the BHUs and camps. Steps taken include: expanding the role of the team leader (medical officer) in primary health care activities; expanding the involvement of LHVS in health education; developing concise notes to guide health workers in teaching key health education messages, maintaining a continuing supply of visual aids; and reducing the size of the CHSs' health education groups.**
- **The Maternal Child Health (MCH) Program's key successes include:**
 - a) **Female health workers assisted in 56 percent of reported births, surpassing the 40 percent annual target.**
 - b) **99 percent of children under one year of age were registered in the Under-Five clinics, surpassing the 90 percent target for the year.**
 - c) **74 percent of pregnant women registered for the first time with the MCH Program, nearly hitting the annual target of 75 percent.**
- **The Community Health Worker Program undertook a special five-week training program to upgrade the skills of dressing health workers (DHWs) and malaria supervisors, who assist patients suffering from injuries, burns, skin infections, and malaria.**
- **By the end of the year, IRC's EPI vaccinators fully immunized 5,179 children under one year, achieving an 83 percent coverage rate that came close to the annual 85 percent target.**

The Primary Health Care Plan

In 1992, the Hangu Medical Program took steps to supplement the existing primary health care services offered by IRC by developing and implementing a plan to reduce dependence on curative services. A nine-member medical advisory committee was established that recommended measures not only for reducing dependence on clinical services, but also for integrating primary health care activities more effectively with curative services and for ensuring that basic community health indicators remain stable and that vulnerable groups, particularly women and children, con-

tinue to receive adequate care. The committee, which meets on a regular basis, has made numerous recommendations, in particular regarding ways to strengthen the program's health education services as well as to reduce the overuse of medicines.

The Maternal Child Health Program

The Maternal Child Health (MCH) Program, which operates clinics in the BHUs, provides special services to three groups of refugees: pregnant women, lactating mothers, and children under five. Approximately 39,000 women of child-bearing age and 32,000 children under five live in the camps

that IRC serves. Approximately 6,600 deliveries occur each year.

Female health workers (FHWs) extend the MCH Program's range of coverage by referring members of the target population to the MCH program. FHWs are female volunteers, chosen by their communities, who act as a link between the community and the BHU. Each FHW is responsible for monitoring the health status of pregnant women and young children in three to six refugee homes. IRC's Lady Health Visitors (LHVs) supervise the FHWs and supplement the MCH activities at the BHUs by visiting and monitoring pregnant women and malnourished children in their home environment. They both re-

CHW supervisor teaches the proper use of medicine to a group of CHWs. Each CHW is responsible for treating minor illnesses, providing health education and referring patients to the BHUs.

fer pregnant women and children to the BHUs and also attend many home deliveries. The following are components of the MCH program:

*** Nutrition Education Program.** To prevent malnutrition, the MCH program provides non-formal educational messages on how to procure and prepare healthy and well-balanced meals for the family. Teaching sessions coincide with weekly weighing-in of children. Children who are suffering from second-degree or third-degree malnutrition are enrolled in the program. LHVs visit and monitor third-degree malnourished children in their home environment.

*** Under-five Clinic.** The under-five clinic portion of the MCH Program provides growth monitoring and immunizations for children. Mothers receive education on breast-feeding, nutrition, and control of diarrheal diseases. A "Road to Health" card is used to monitor height and weight as well as to teach mothers the importance of

maintaining normal weight of the child and keeping immunizations up to date.

*** Antenatal and Postnatal Program.** This program seeks to improve the health of both mother and infant as well as to ensure safe delivery. Antenatal services include the prevention and treatment of anemia, tetanus-toxoid vaccination, nutrition education, and the identification of high-risk pregnancies to ensure that deliveries are conducted by a trained female health worker. Postnatal

care is ensured so that no complications arise with either the mother or her child. Most newborns receive medical attention by a Lady Health Visitor (LHV) or medical officer within the first ten days of birth.

The Community Health Worker Program

The Community Health Worker Program is responsible for improving the health status of the refugees by conducting health education activities in the community and the BHUs and by referring patients to the appropriate medical services. Like the FHWs and LHVs, the CHW program staff act as a link between the community and its BHU.

Each community health worker (CHW) is assigned to 30 families in accordance with UNHCR guidelines. The CHWs have three primary tasks: teaching health lessons to families, attending to minor illnesses and referring patients to the BHU health pro-



CHWs who have gathered at the Doaba BHU for the quarterly distribution of medicine.

grams. CHWs work closely with the Expanded Program for Immunization, canvassing families to register in the program so that children and pregnant mothers receive the required vaccinations. Each community health supervisor (CHS) is responsible for managing 30 CHWs. The motivation team members were originally trained to work with communities and convince them of the need to nominate members with the capacity for becoming community health workers. These individuals have also been retained to assist all the medical programs in enlisting community participation and cooperation.

Expanded Program for Immunization

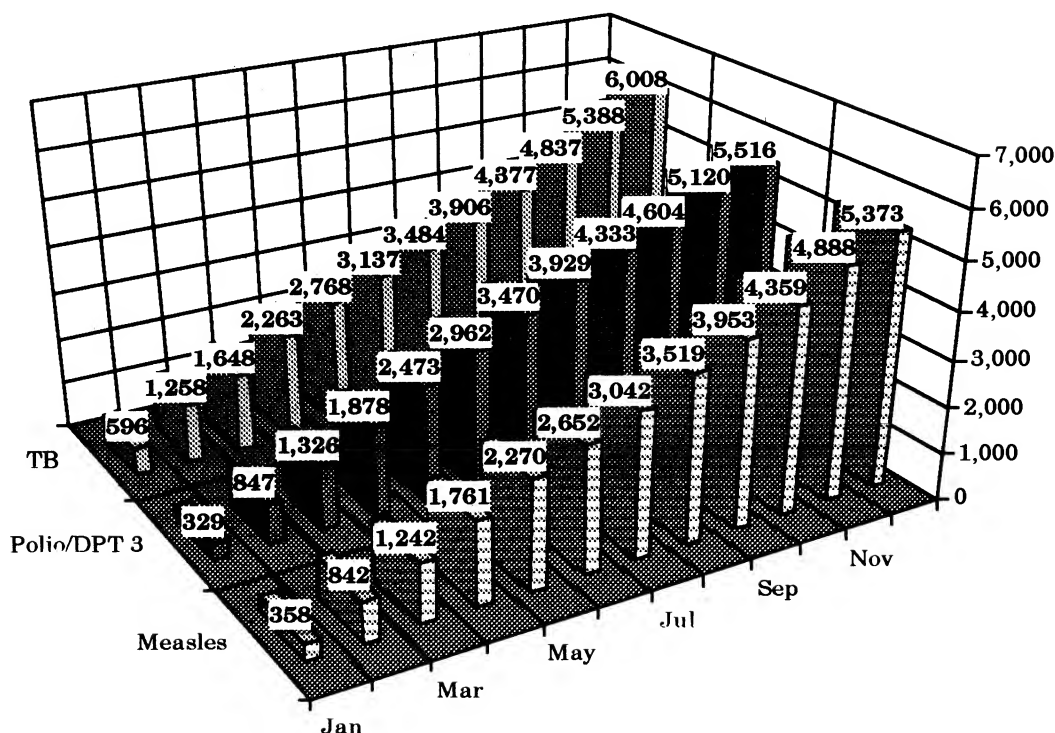
The Expanded Program for Immunization (EPI) provides immunizations against six preventable childhood diseases: tuberculosis,

pertussis, diphtheria, polio, tetanus, and measles. The program also offers tetanus toxoid vaccinations for pregnant women. Besides the vaccination program in the BHUs, two outreach teams, composed of both male and female

(below) A member of one of the program's two outreach vaccination teams administers a vaccine to an infant in a family compound. EPI provides vaccines against six preventable childhood diseases: tuberculosis, pertussis, diphtheria, polio, tetanus and measles.



**Hangu Medical Program
Vaccinations for Children Under One Year
1993 Cumulative Totals**



team members, work in homes. If vaccinations are past due, CHSs and CHWs use defaulter lists to contact individuals in order to persuade them to complete the immunization series.

Water Supply and Sanitation Program

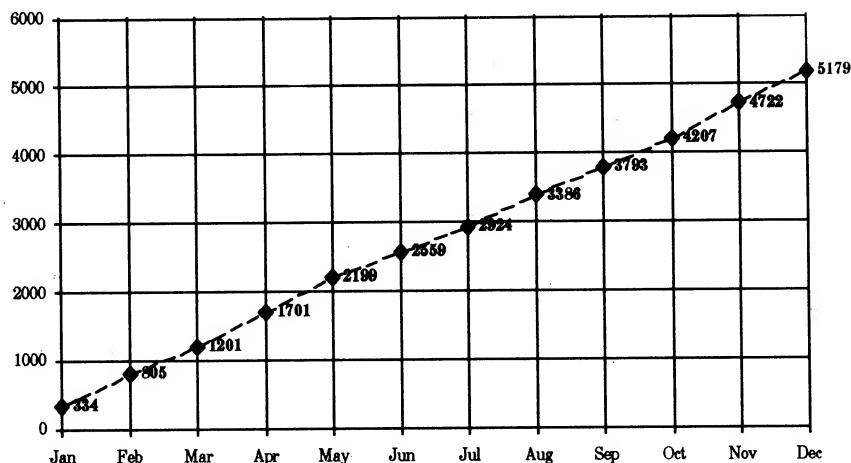
The Water Supply and Sanitation Program works to control diarrheal disease, malaria, and water-borne illnesses by providing health education and environmental health services to refugees in the Hangu/Thal camps. It comprises the following two components:



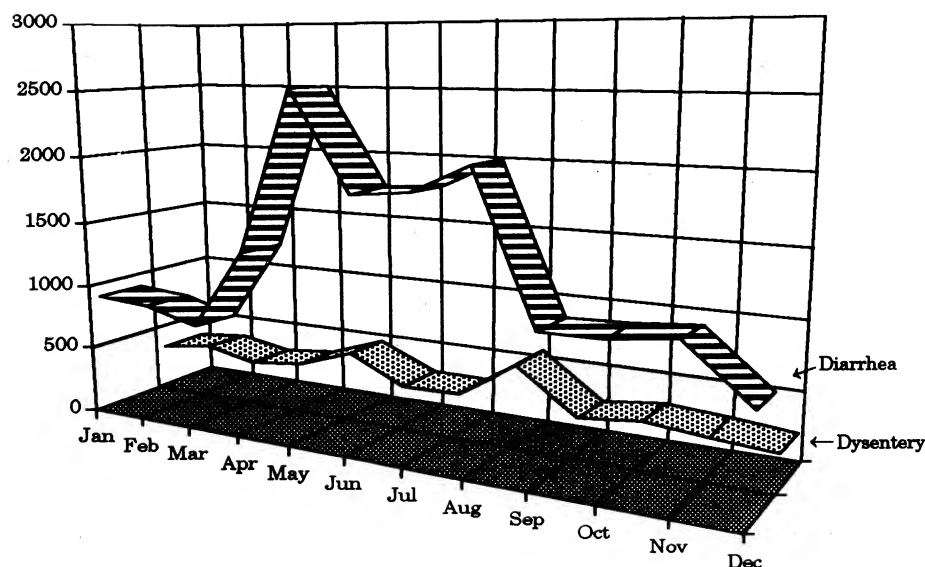
Staff from IRC's Water Supply Program fill household containers from the program's 6,500-liter water tanker. In 1993, the tanker completed ten percent more trips than during the previous year.

*** Water Program:** This program seeks to provide clean water for the approximately 20,000 refugee families residing in the Hangu-Thal area and to control water-borne diseases. It accomplishes this latter task by improving water sources through maintenance of shallow wells and small gravity-flow water systems in the refugee camps. The program also delivers water, via a water tanker, when this resource is in scarce supply.

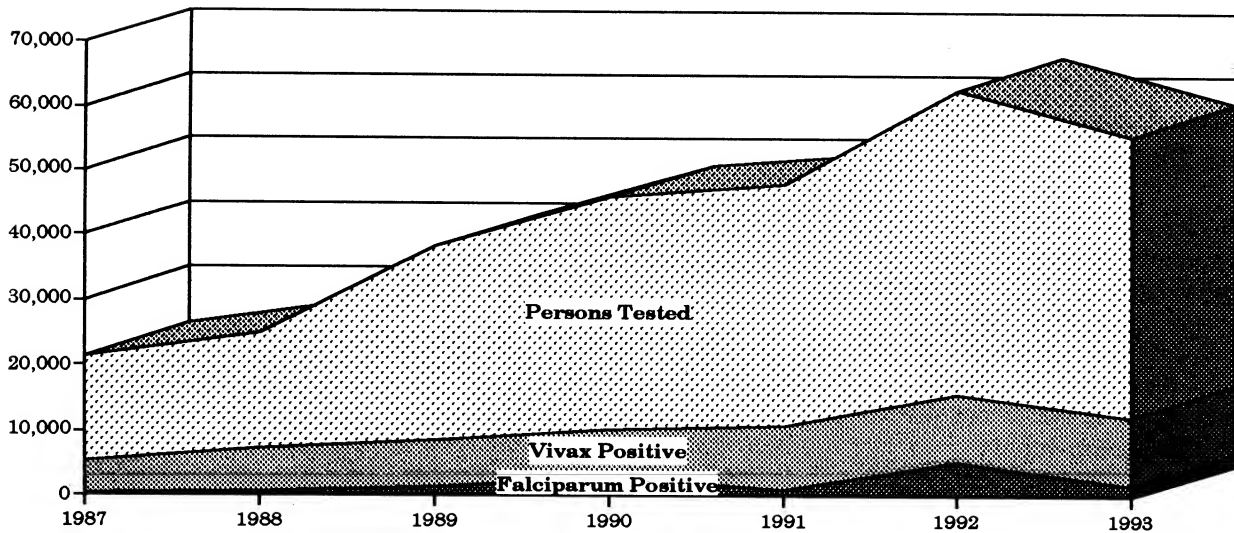
Fully Immunized Children Under One Year 1993 Cumulative Totals



Hangu Medical Program Diarrhea and Dysentery Cases Reported During 1993



Hangu Medical Program Malaria Testing Done in IRC Camps During 1987-1993



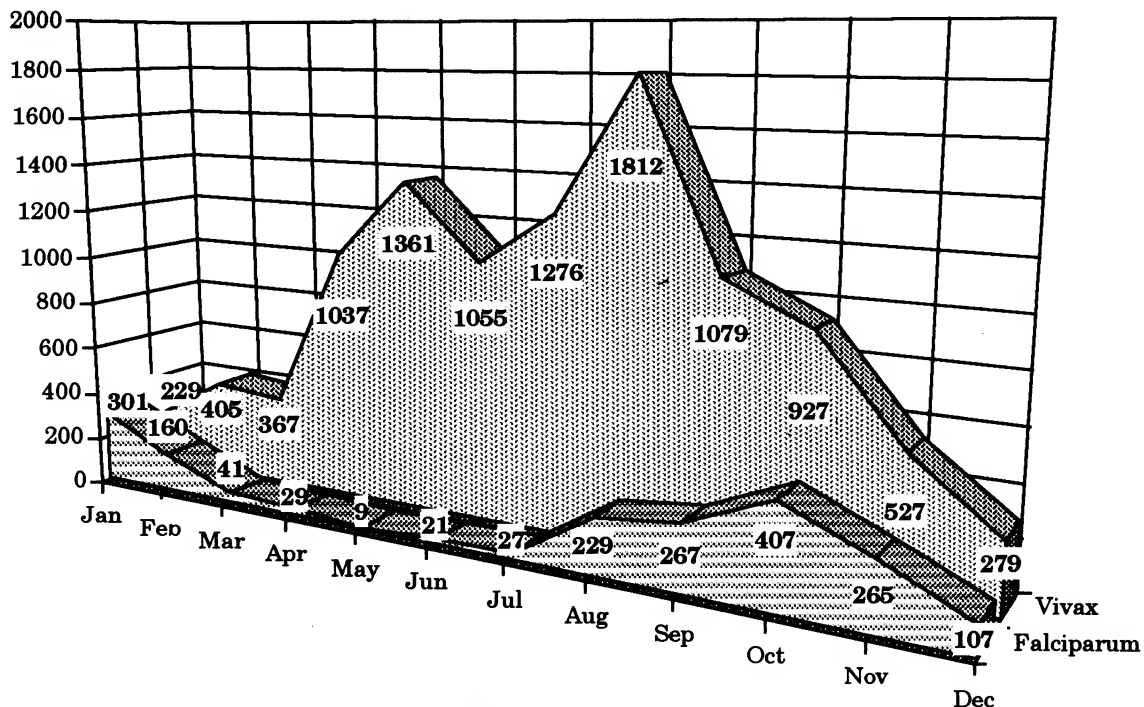
*** Sanitation Program:** This program provides waste management and malaria control services as well as health education related to these topics for refugees in IRC-served areas. The staff maintains

existing latrines in BHUs and schools and sells raw materials at a subsidized price to families who carry out the maintenance of their own latrines or wish to build new ones. Technical assistance is of-

fered to those building a latrine for the first time.

The Sanitation Program also helps eliminate vector-borne diseases by sponsoring community health

Hangu Medical Program Malaria Cases Reported in 1993



As part of the Sanitation Program's campaign to eliminate vector-borne diseases in IRC-served camps, a malaria supervisor uses kerosene to demonstrate the disposal of solid waste outside a refugee home.



education sessions and conducting campaigns to destroy mosquito breeding sites. The community health supervisors (CHSs) are responsible for community-wide health education sessions, while the malaria supervisors are in charge of vector-control of malaria. The latter responsibility involves motivating communities to dispose of solid waste by burning, burying or physically removing it and to eliminate stagnant ponds by filling or draining or treatment with kerosene. The malaria su-

pervisors also encourage communities to keep the areas surrounding wells, springs and surface tanks clean.

CURATIVE SERVICES

1993 HIGHLIGHTS

- The program succeeded in reducing the average number of daily visits per doctor to 80 patients, representing an 11 percent decrease over the average 90 daily visits per doctor recorded at the end of 1992. This achievement is partly due to the increased curative responsibilities given to dressing health workers, malaria supervisors, and LHVs.
- The program also succeeded in controlling malaria to a much greater extent than in 1992. The progress in malaria control can be attributed to a collaborative effort between the Sanitation Section, which carried out an intensive spray campaign, and the BHU, laboratory and community health worker staff, who worked on case-finding, treatment and follow-up care.
- The Medical Program reduced medicine expenditures by 21 percent compared with 1992. This was achieved by: a) continuing to emphasize preventive health care measures and provide alternative health treatments; b) reducing the number of different medicines available and replacing more expensive brands with less expensive equivalents; and c) reducing the overall quantity made available to each BHU to encourage judicious administration of medication.

Taking a blood sample that will be examined for malaria, one step toward improving the program's control over malaria disease. The malaria supervisors began in 1993 to treat confirmed as well as suspected cases of malaria.

Main Clinics

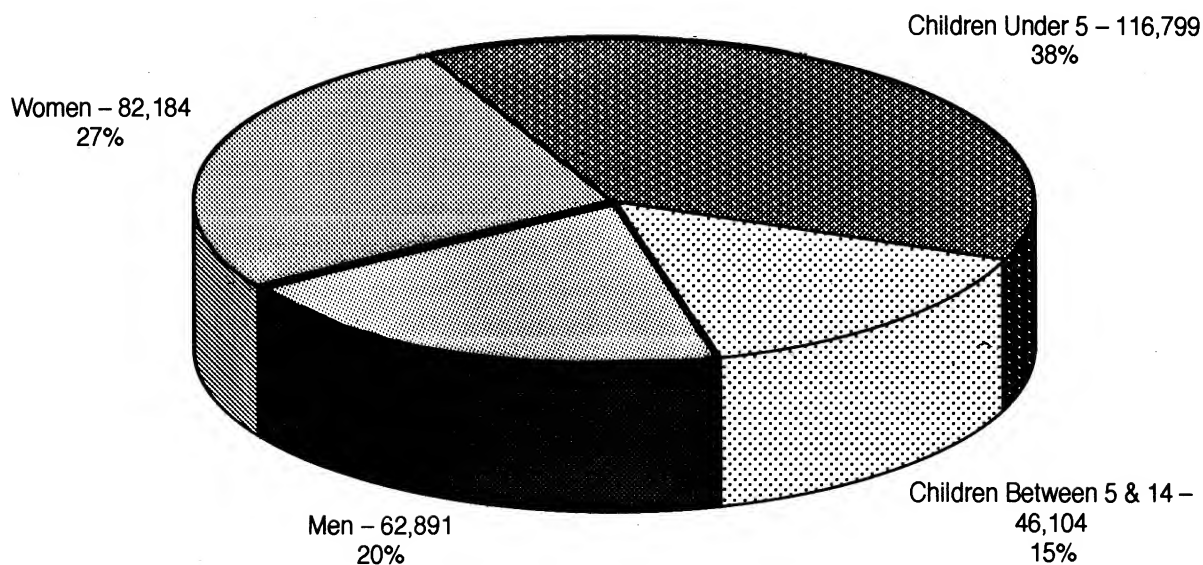
The core component of the Hangu Medical Program is the Basic Health Unit (BHU), through which both curative and preventive health care services are provided. As of September 1993, IRC was operating Basic Health Units in each of 12 camps in the Hangu/Kohat area, serving a population of six to 22,000 refugees per camp. Mobile medical teams rotate between the camps, providing services to the BHUs. The health teams follow a visitation schedule based on camp populations such that curative services are provided two days a week in the smaller camps and three days a week in the larger camps. Each team, headed by a male and female



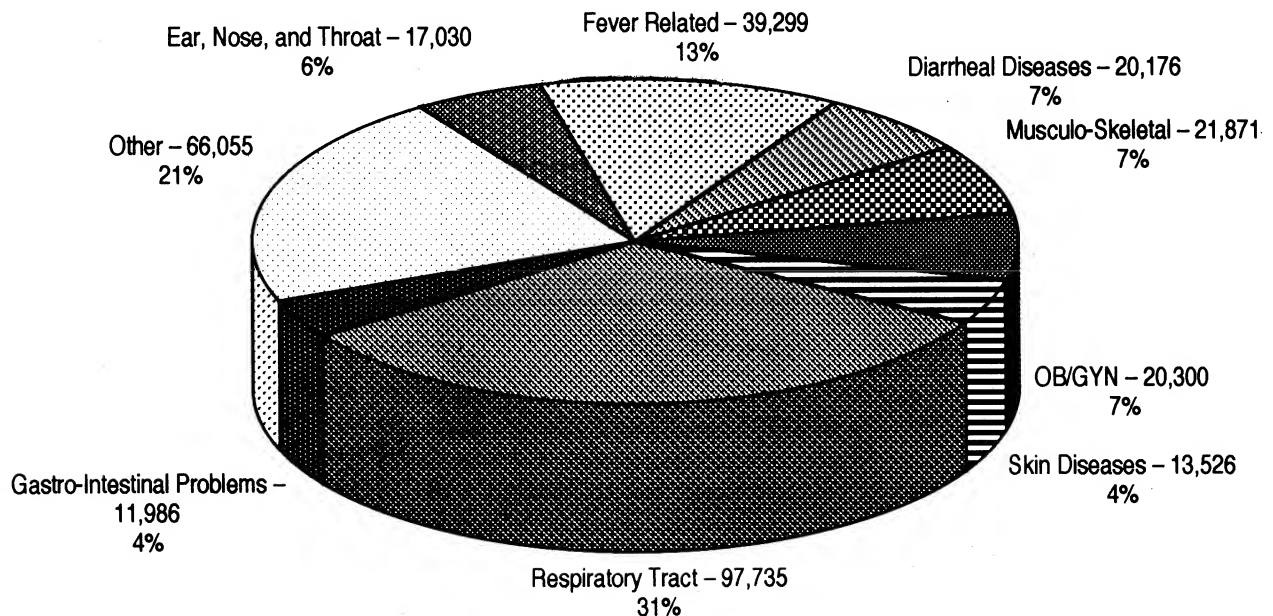
medical officer, consists of three Lady Health Visitors (LHVs), who work in the Maternal and Child Health clinics (MCHs), and one vaccinator. IRC's BHUs provide diagnostic, referral, and pharmaceutical services, which are described in greater detail below.

*** Diagnostic Services:** The main clinics provide diagnostic and pharmaceutical services to refugees living in the Kohat area. Laboratory and referral services supplement the clinics' capacity to provide accurate and reliable care. Ailments most often diagnosed include respira-

**Hangu Medical Program
Patient Visits Recorded at 13 BHUs During 1993
(Total = 307,978)**



**Hangu Medical Program
Diseases Diagnosed at 13 BHUs During 1993
(Total = 307,978)**



tory tract infections, musculo-skeletal aches and injuries, and gastric problems. Malaria, tuberculosis, and diarrheal diseases are monitored very closely and are controlled with substantial reliance on preventive and health education services.

*** Referral Program:** Under the referral program, BHU doctors refer patients who require specialized treatment to hospitals in Peshawar and Kohat. Transportation and follow-up care are provided in these cases. Typical referrals include bone fractures, acute appendicitis,

complex abdominal problems, hepatitis, obstetrical complications, and chronic cardiac conditions.

*** Pharmaceutical Services:** Each BHU contains a pharmacy that provides medication to refugees. These pharmacies contain all necessary drugs for treating common illnesses in the refugee communities. Generally, the UNHCR essential drug list is the basis for prescription of medication. In addition, special drugs are provided for patients diagnosed in the referral hospitals in Peshawar or Kohat. All medicines are provided by IRC except tuberculosis drugs, which are provided by the Italian Cooperation for Development (ICD). In addition to dispensing



Members of IRC's main laboratory staff examine slides sent by the program's basic health units. In 1993, the main lab and two field labs conducted 75,900 tests.



Dental technician examines a patient in the Doaba camp BHU. Technicians provide dental health education, check patients complaining of tooth aches and perform dental extractions, scalings and dressings.

results are returned the following day.

Dental Program

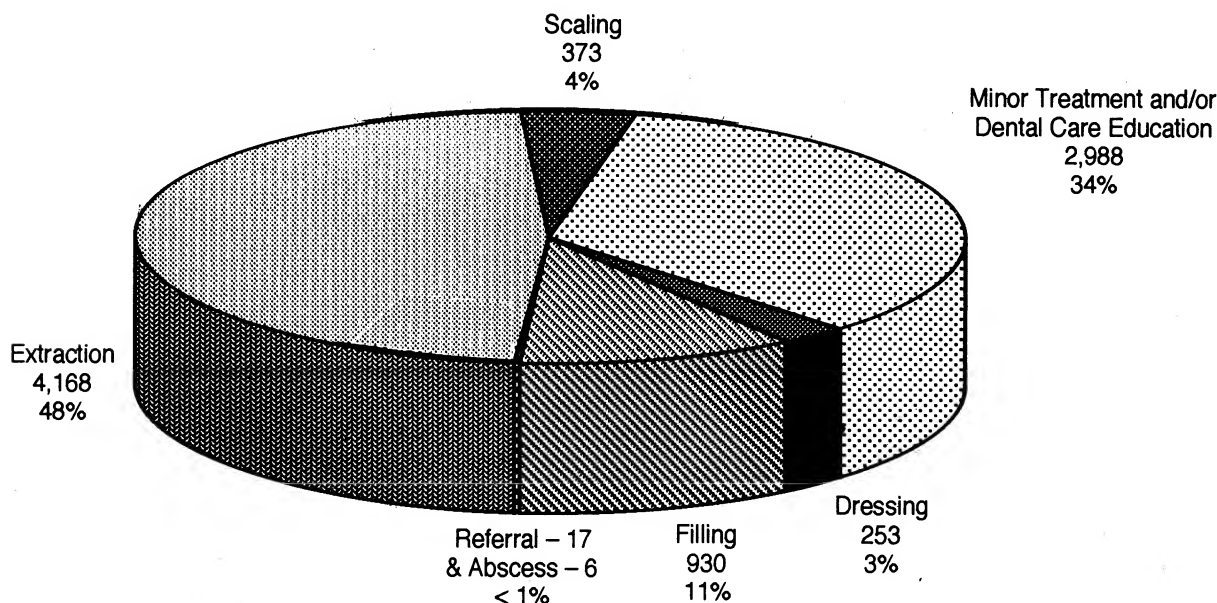
Opened in 1989, IRC's Dental Health Program provides curative services such as tooth fillings, dressings, scalings, extractions, and check-ups at its dental clinic in Mohammed Khoja refugee camp. As of the end of 1993, the dental clinic, staffed by a dentist, a dental nurse and a dental technician, served a refugee population of approximately 168,000 Afghans living in 12 camps in the area. The Dental Health Program also offers preventive services, providing information and education to the Afghan community on dental care and disease prevention.

orders, the pharmacist advises refugees on how to take or administer drugs properly.

*** Laboratory Services:** IRC's Hangu Medical Program operates laboratories that supplement the work of the BHUs. The IRC laboratory system consists

of one main lab in Hangu and two field labs. The field labs perform malaria, blood and stool tests. In addition to these tests, the main lab provides other analyses such as blood grouping, testing of blood sugar, semen analysis, skin scraping for mycosis, and gram stain. All test

**Hangu Medical Program
BHU Dental Cases During 1993
(Total = 8,735)**



Wheat-Based Oral Rehydration Therapy (WORT) Project

Phase III Results and Project Recommendations Released in March 1993

Established in October 1990, the Wheat-Based Oral Rehydration Therapy Project (WORT) was a two-and-a-half-year project which examined the viability of a wheat-based oral rehydration solution (WSS) as a treatment for diarrheal dehydration among Afghan children. Diarrhea is a critical medical problem among Afghan children, accounting for 42 percent of all deaths in children under age five. Seventy percent of these deaths can be prevented by the use of simple oral rehydration therapy (ORT), most commonly given in an electrolyte balanced formula known as ORS (oral rehydration solution) in easy-to-use packets. Due to the costs and logistical problems in supplying ORS packets to every Afghan household, however, a simple, safe and effective home-prepared solution such as WSS was thought to be more appropriate for the Afghan population as a first-line treatment strategy.

Due to previous successful hospital trials using wheat-based home solutions, IRC undertook comparative field trials in the Hangu/Thal refugee camps to test the acceptability and feasibility of introducing a wheat flour, salt and water solution (WSS) as the first-line home treatment of choice. When comparing 183 refugee children on WSS with 175 children on ORS packets, all with non-complicated diarrhea without dehydration, preliminary analysis revealed that mothers reported reduced duration of diarrhea for children on WSS. Treatment failures were also fewer in the WSS group. Most significantly, children on WSS exhibited an improved appetite, were

fed more frequently and showed better weight gains. Mothers stated that they felt that WSS was not only effective, but also cheaper and more accessible than ORS, and that they viewed WSS as their preferred treatment upon their return to Afghanistan.

Phase III of the WORT project, which was implemented between December 1991 and March 1993, had two main objectives:

- 1) To identify the best methods to train women in diarrhea case management and the use of WSS.
- 2) To determine the impact of training and the utilization levels

Diarrhea is a critical medical problem among Afghan children, accounting for 42 percent of all deaths in children under age five.

of WSS six months after implementation of the WSS Training Program.

To meet these objectives, the staff undertook a multiple-phase training program whereby 281 upper and mid-level health personnel were trained in the use of WSS. They in turn trained 2,882 community and female health workers and traditional birth attendants. This latter group was responsible for the subsequent training of approximately 90,000 mothers and fathers with over 60,000 children in the use of WSS. To implement the training program, the staff also developed and field-tested culturally appropriate training materials, including visual aids.

Following an extensive community training program, the project completed a two-month survey of 1,514 target parents (821 mothers and 693 fathers) to evaluate the use of WSS and the impact of the WORT project. In the target communities, an average of one sample father was interviewed from a cluster of 65 families and one mother from 55 families. After analysis of the survey data, the following recommendations were made concerning effective training strategies targeting Afghan mothers:

- The most effective and efficient means of training Afghan mothers in WSS appears to be in the clinic setting and performed by a well-educated or highly motivated mid-level female trainer. Those women not allowed to visit clinics should be identified and selectively targeted for in-home education by well-trained community staff.
- A trainer should be selectively assigned the health education task. A busy staff person cannot be expected to train while carrying out clinical duties.
- Low literate and illiterate trainers should be trained by means of well-designed pictorial curricula.
- Achieving health education of Afghan women through training their husbands appears to be largely ineffective and is unlikely to prove cost-beneficial.

In conclusion, the overall findings of the research project are that WSS is an effective and acceptable first-line treatment of diarrhea among Afghans which has no negative impact on maternal feeding practices. Armed with this simple household technology, Afghan mothers are empowered to manage common childhood diarrheas better, saving precious ORS resources for those cases of dehydration that require an electrolyte balanced solution. ■

IRC's Public Health Care Program: Progress Over the Years

In the fall of 1993, the coordinator of IRC's Hangu Medical Program was asked to pause from his usual activities in order to reflect upon the program's achievements since it began providing services to Afghan refugees in NWFP Pakistan in early 1980. In addition to relating his own observations during his six years with the Medical Program, he shared those of other staff, some of whom have been with the program for as long as 13 years. Following is a summary of the information he gathered.

During its fourteen years of service in thirteen refugee camps in the Hangu/Thal area of NWFP, IRC's Medical Program has seen substantial progress in several critical areas. In the early 80's, diseases such as malaria, measles, whooping cough and tuberculosis were constant threats to the communities, as were chest and skin infections, malnutrition and diarrhea. Today the incidence of all the EPI target diseases has been greatly reduced: Only nine cases of measles were recorded in 1993; tuberculosis is within international control levels; and diarrhoeal disease and mortality as well as malnutrition are much less prevalent than they were a decade ago. The average malnutrition rate reported for the first nine months of 1993, at 1.9 percent, is lower than that found in a 1992 UNHCR survey conducted in several other refugee camps throughout the NWFP. IRC's current 80 percent immunization coverage of children under one year is also markedly higher than the 1992 UNHCR survey average of 56 percent.

Regarding primary health care, present staff members recall the early years when communities resisted all but water supply efforts. The program met with considerable resistance toward the construction of latrines, the recruitment of community and female health workers and the whole vaccination program. Antenatal coverage in 1987 was only 51 percent while in 1993, the maternal child health clinics were visited by nearly 74 percent of pregnant women. Likewise, staff members remember when women who came



At a village in Khost province, IRC vaccinators have often been greeted by returned refugees who are eager to present vaccination cards received in Hangu-area refugee camps.

to the clinics were hesitant to attend health education sessions - this year, the MCH staff recorded over 114,000 female participants attending the year's health education sessions for pregnant women, mothers of children under five and mothers of malnourished children. Previously, knowledge about the cause of common diseases was low, resulting in poor personal hygiene and household and environmental sanitation. Today, one routinely sees repatriating families removing their latrine slabs to take back with them to Afghanistan. IRC public health care staff working in

Afghanistan have reported being met by returned refugees proudly presenting EPI vaccination cards they received in Hangu-area refugee camps.

Through a collaborative effort involving every member of the medical program as well as committed members of the local communities, the program has gradually been able to educate and sensitize the community to critical health issues. A key factor in this effort has been the development of an extensive network of community and female health workers and village extension workers. A total of nearly 3,800 volunteers, representing 15 percent of the total number of families in the 13 camps, have been trained by the program, in addition to another 200 paramedical staff who have worked in the BHUs. These volunteers and staff have also played an important role in the program's gradual shift in focus from curative to preventive health care services. Without any lessening in beneficiary populations, the Medical Program was able to reduce the medical teams by 25 percent and the medicine expenditures by 52 percent by emphasizing preventive health care measures and providing alternative health treatments. With a total repatriation of only 17 percent since 1991, the doctors' workload has nevertheless dropped from over 100 patients per day in 1991 to 80 patients per day in 1993.

While refugees repatriating to Afghanistan often return to regions with limited access to medical services, the Hangu Medical Program will continue striving to ensure that refugees return with a greater awareness of effective preventive health care practices. ■

HEALTH EDUCATION RESOURCE CENTER

IRC's Health Education Resource Center, in 1993, provided health education materials and technical expertise to IRC and other relief and development agencies based in Peshawar, Islamabad, and Quetta. Activities at HERC focus on strong material design and field testing of health messages to be used with Afghanistan's largely rural and non-literate population.

HERC Activities

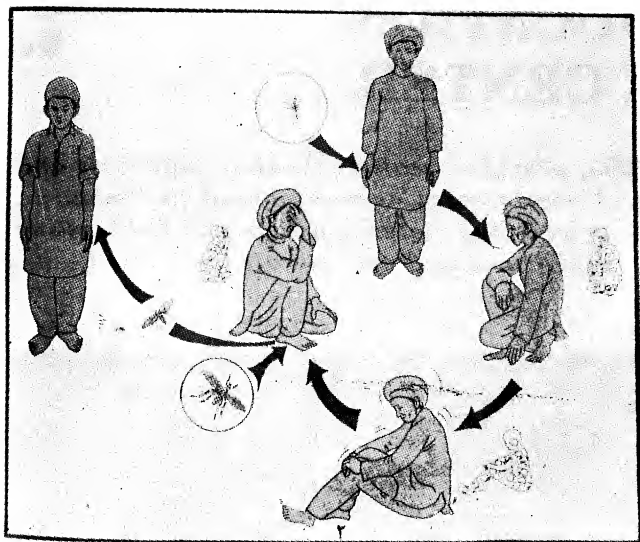
Most of HERC's efforts focus on developing flipcharts and posters which supplement primary and public health care initiatives. Messages addressing areas such as maternal-child health and child immunization are geared to improve refugees' chances of maintaining healthy lifestyles and

Applying another color to a water and sanitation poster that was developed by HERC for local government authorities. This poster was one of 22 completed by the HERC silk-screen program.



1993 HIGHLIGHTS

- Considerable action has been taken towards diversifying the client base and procuring new contracts. HERC's new clients included Save the Children/US, Afghan-German Technical Training Program (GTZ), Health Unlimited, Committee For Remote Aid For Afghanistan (CRAA) and the Mawfaq Foundation (an organization focusing on latrine construction and sanitation activities in Afghanistan).
- The program completed 22 production contracts ranging from instructional materials on malaria and veterinary care to an illustrated register used by traditional birth attendants. These contracts involved the production of over 1,400 flipcharts and 20,000 posters.
- To meet the growing diversity of teaching aids and health messages demanded by its clientele, HERC's communication specialists were fully occupied during the year developing and revising over 100 illustrations on such topics as sanitation, community health work, breast-feeding, goiter prevention, and drug awareness.
- HERC managed to bring in revenues at almost the same levels as in 1992, (i.e. Rs.1,475,934) despite the uncertain funding situation facing most NGOs and the temporary reduction in production capabilities occurring at the beginning of the year due to its relocation to new premises.



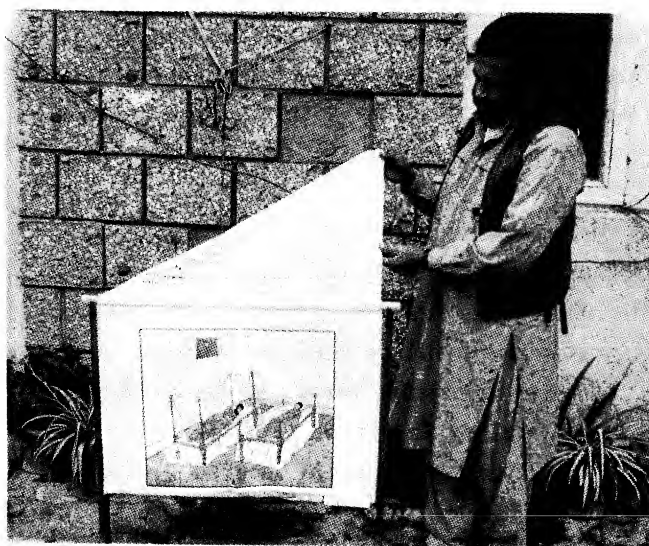
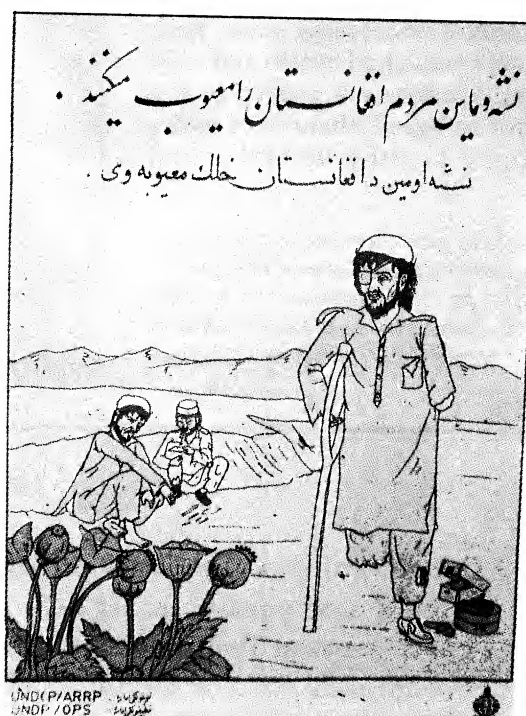
(left) This illustration shows the transmission of malaria as part of a 14-page silk-screen flipchart on malaria prevention that was developed by HERC for Medecins Sans Frontieres/Holland.

the material design stage. The communication specialists conceptualize, develop and present design options in line with the educational objectives of the client organization. Once a design conforms fully to the desired specifications, HERC staff field-test the materials to ensure that they are technically accurate and convey information in a way that is culturally acceptable in Pakistan and in Afghanistan. If modifications are required, field-testing is conducted until the client is satisfied. Finally, the production work is

healthy families upon their return to Afghanistan. Other materials related to mine awareness, veterinary care, water and sanitation, environmental awareness, community participation in development, agriculture development, and formal and non-formal education are also developed and produced. HERC maintains a well-stocked resource center which is in great demand among Afghan NGOs and other agencies eager to purchase culturally appropriate educational flipcharts and posters.

The work conducted by HERC to fulfil the client's order begins at

(right) "Mines and poppies disable Afghans" is the message in Dari and Pushto at the top of this drug and mine awareness poster developed by HERC for the United Nations Drug Control Program and the United Nations Development Program. In 1993, HERC produced over 20,000 posters and 1,400 flipcharts for organizations and agencies working in Pakistan and Afghanistan.



(left) Health educators are guided through their lesson by messages written on the back of the previous page. The flipchart stand in use here is one of several designs that HERC has developed.

carried out by the silkscreen assistants who are supervised by a foreman and the general manager. Posters, flipcharts, tablecloths, logo designs and vaccination cards are all examples of the type of educational materials which are produced in silkscreen and in paper. HERC also engages in designing and developing non-health related materials, such as T-shirts and bags, with a view to promoting its production capabilities while providing an additional source of revenue.

E D U C A T I O N P R O G R A M S

- FEMALE EDUCATION PROGRAM
- SCIENCE AND TECHNOLOGY TRAINING
- CONSTRUCTION RELATED TRAINING
- HANGU COMMUNITY EDUCATION
- PROFESSIONAL DEVELOPMENT PROGRAM



A first-grade student participates in a Pushto language lesson at the Naryab School, a boys' primary school located in Naryab refugee camp and supported by IRC's Hangu Education Program.



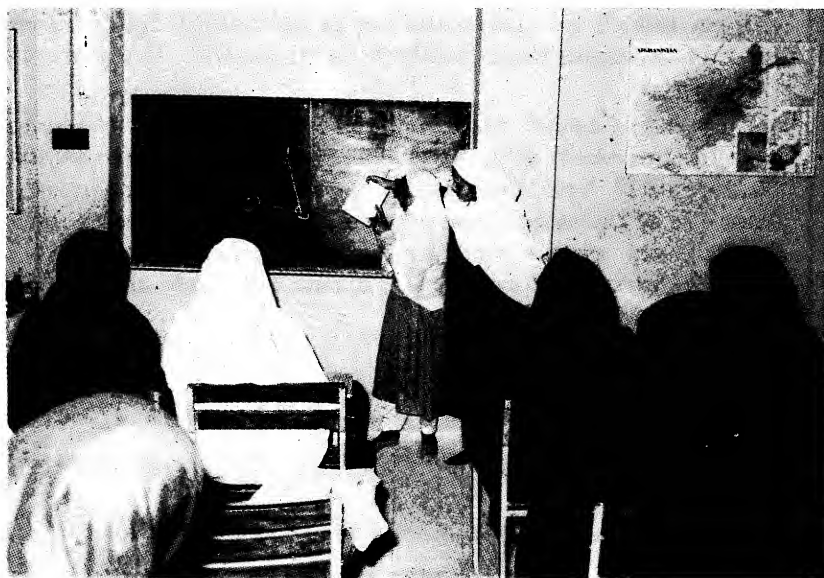
FEMALE EDUCATION PROGRAMS



IRC still places special emphasis on promoting educational opportunities for Afghan females. Its educational programs for girls and women vary from supporting community-based pre-schools and primary schools to teacher training and conducting courses for women in the fields of public administration, public health, and English language development. All training involves student-centered techniques. The following sections briefly review the female education programs that are managed by IRC and provide highlights of their activities in 1993.

The Female Education and Teacher Training Program

The low rate of repatriation, the closure of most schools supported by Afghan political parties, and the continued influx of refugees to the Peshawar area resulted in a considerable increase in demand for FETT's refugee services during 1993. Established in 1991, IRC's Female Education and Teacher Training Program (FETT) seeks to improve the quality of education in Afghan girls schools and to expand access to education for girls. To accomplish this goal, the pro-



Continued on page 25

During a seminar on pedagogical techniques, a trainer with IRC's Female Education and Teacher Training Program (FETT) guides a teacher in one of her lessons.

1993 HIGHLIGHTS

- After supporting 17 schools with as many as 3,600 students during the second semester of the 1992/93 school year, the program went on to provide support to 23 schools with 8,400 students by the end of December.
- The trainers held six 24-day technique seminars, four 6-day mini-seminars and six one-day technique workshops for a total of 228 teachers (34 of whom attended two successive training sessions), surpassing the annual target of 180 teachers.
- The program's trainers developed curricula for a school administration and social science seminar and conducted one seminar on each topic for a total of 21 teachers and administrators. FETT also supported the placement of seven health educators in newly established health education departments in FETT schools.
- FETT staff monitored 124 teachers who had completed the program's technique seminars earlier in the year or in 1992. Most were found to be effectively using lesson plans and student-centered techniques in their work.

An Afghan Woman's Story: Returning To Teaching

The International Rescue Committee (IRC) has been supporting girls schools in Afghan refugee camps in Pakistan since 1988. IRC's Female Education and Teacher Training (FETT) Program provides salaries and training for the school teachers and administrators, and where necessary, books, supplies, tents, floor coverings, rent and utilities. Each teacher receives 1,200 rupees (US \$40) per month; administrators or headmasters, 1,400 rupees (US \$47). Most of the teachers are the only person in their family with an income. Many are widows.

One day in May, a teacher (we will call her Sabera) from one of the schools near Peshawar, came to the FETT Program office to tell the program coordinator how much it had meant to her to have been a teacher in the school over the past school year. Following is Sabera's story:

Sabera was an educated woman, possessing a university degree from Kabul University's Faculty of Literature. She had also worked as a high school teacher in Paktia province. Since the invasion of Afghanistan, much of her life had been a nightmare - she lost her husband, three brothers and father to the war; one daughter lost an arm from picking up a small bomb; and her mother suffered a nervous breakdown and went blind. Sabera was forced to support her four children, sisters and mother by washing clothes, cleaning houses and cooking. The morale of her family was plummeting daily.

In the fall of 1992, she heard that a girls' school that had

been closed during the summer was reopening. After inquiring about a teaching position, she was hired to replace a second-grade teacher who had just left. It was a miracle to her. For the

... she lost her husband, three brothers and father to the war; one daughter lost an arm from picking up a small bomb; and her mother suffered a nervous breakdown and went blind.

first time in three years, she had a stable monthly income with which to feed her family. More importantly, she was able to attend an IRC training course for female primary teachers. During the course, she had to teach in the morning, eat hurriedly, travel for 30 minutes to Peshawar, participate in four hours of training and then travel back to the camp. She found it extremely worthwhile and began to think about

the importance of education for children and how she could reach out to her students. She found new hope and became less afraid. She began to see that, by being a teacher and educating the future generation, she could do what her father, husband and brothers could no longer do. She also resolved to do something about the education of her children, which had either stopped or had never started.

While teacher salaries were being suspended for the summer due to a lack of funding, Sabera was hopeful that the school would reopen in the fall. Though feeding her family would again be a problem, she vowed not to lose the new meaning she had found for her life. She resolved to tell IRC about the importance of its support for girls' schools, both to her and to the children of Afghanistan. Sabera's hope is that IRC will be able to continue to support the schools so that she will be able to feed her family and continue her service and that refugee children will be able to continue to learn. ■

gram carries out the following activities:

*** School Support:** FETT supports girls' refugee schools in Peshawar and the surrounding areas by providing teachers' salaries and, where needed, books, school supplies, tents and floor coverings, as well as paying utilities and rent. Contracts are signed with each school that is observed to espouse FETT policies, namely, standardized salaries for teachers and staff; minimum class size of 20 students and maximum of 40; requirement that headmasters teach at least 12 hours per week; and permission for FETT staff to monitor classroom teaching practices twice a month. During the monitoring visits, the staff checks attendance records, observes the teachers and assists them in the effective use of instructional materials and pedagogical techniques.

*** Teacher Training:** FETT's master teacher-trainers conduct pedagogical technique and specific subject-matter seminars for primary teachers working in refugee girls' schools in NWFP. During the 24-day technique seminar, female teachers learn how to plan lessons, prepare test questions, maintain classroom management and use effective teaching techniques and respond to the needs of their students. In order to accommodate teachers unable to participate in the technique seminar held at the FETT office, the program staff developed shorter workshops to be taught in the refugee camps themselves. The trainers carry out regular follow-up monitoring of teachers who have attended a technique seminar and continue



Female teachers employed in Afghan refugee girls' schools in the Northwest Frontier Province eagerly respond to a trainer's question during a pedagogical technique seminar conducted by IRC's Female Education and Teacher Training Program (FETT). In 1993, FETT held seminars and workshops for a total of 228 female teachers.

to visit each teacher twice a month until they are satisfied that she has good control of her class and can effectively utilize student-centered techniques.

In response to the need for subject-specific training, the program also offers seminars in school administration and in social science. The school administration seminar is offered to headmasters and administrators of Afghan girls' schools and is designed to upgrade their administrative and managerial skills. The seminar covers such topics as organization and record-keeping, coordination of school business and activities and effective teacher supervision. The social science seminar, for primary school teachers, offers various methods and materials for teaching history and geography. In the coming year, FETT plans to offer subject-matter seminars in Arabic and math in addition to the other topic areas. In schools displaying sufficient interest, the program also supports the establishment of health educa-

tion departments and the placement therein of health educators who have graduated from IRC's Women's Health Educator Training Program.

Women's English Language Program

The Women's English Language Program (WELP) has provided English language instruction to Afghan women since it opened in 1985. WELP offers two kinds of training: classes in English as a foreign language and training seminars and workshops for women aspiring to be English teachers or for employed English teachers. In the EFL classes, English instruction is offered to students at seven different levels, ranging from beginner to level six. Communicative and student-centered techniques are used to teach four main skills: reading, writing, speaking and listening. During 1993, two four-month terms of instruction were offered, while in 1994, the program plans to adjust the academic calendar to allow for three three-and-a-half month terms.

WELP also offers several types of teacher training opportunities. Most years WELP organizes at least one potential teacher training workshop of four to five weeks' duration. Participants in these workshops are women with English language skills who wish to be effective English language teachers. In 1993, WELP began working with English teachers employed in Afghan girls' schools, offering a training course and providing in-class monitoring and technical assistance. The program's training and teaching staff continually conducts in-service training workshops for all the teachers employed in the program.

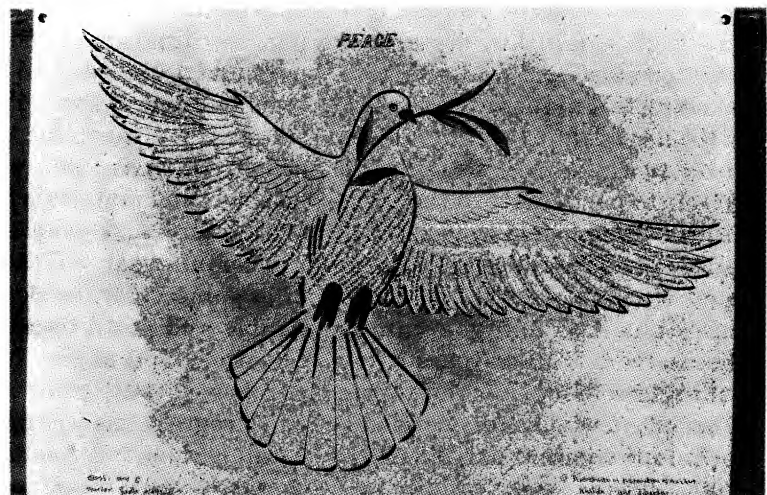
1993 HIGHLIGHTS

- WELP held two terms of English classes enrolling 390 women in the first term and 307 women in the second term, for a total of 697 participants, surpassing their annual goal of 580 participants.
- Nine students completed WELP's first special course for Afghan female teachers already employed teaching English. The course focused on language teaching skills as well as on improving the teachers' English skills.
- WELP trained, for the first time, three of their full-time teachers to be teacher trainers. These trainers went on to assist the program's academic manager with the special school teacher course.



These posters are among many that were created by students at the Women's English Language Program (WELP) as a culmination to their "Month of Peace" celebrated during March.

Throughout the month, discussion and writing activities revolving around the theme of peace were organized in all classes.



Women's Health Educator Training Program

The Women's Health Educator Training Program (WHETP) seeks to improve the personal hygiene, nutritional awareness, and general health of refugee families and communities by carrying out two primary activities: 1) conducting a training course that prepares Afghan women to be public health educators in refugee hospitals, clinics and schools, and 2) facilitating the establishment of health education departments in such facilities and the placement of trained health educators in those departments.

The training course, which has varied in length from four to six months, prepares the participants to teach health messages in primary disease prevention to Afghan women and children. The course curriculum is composed of three components: 1) community health education, which deals with such topics as basic anatomy, pregnancy, labor and delivery, health care problems and prevention and community health; 2) teacher training, which covers how to

teach preventive health care, teaching methodologies and evaluation; and 3) a teaching practicum, during which the participants are placed within refugee hospitals, clinics or schools where they practice presenting health education messages using the techniques

and concepts learned during the academic portion of the course.

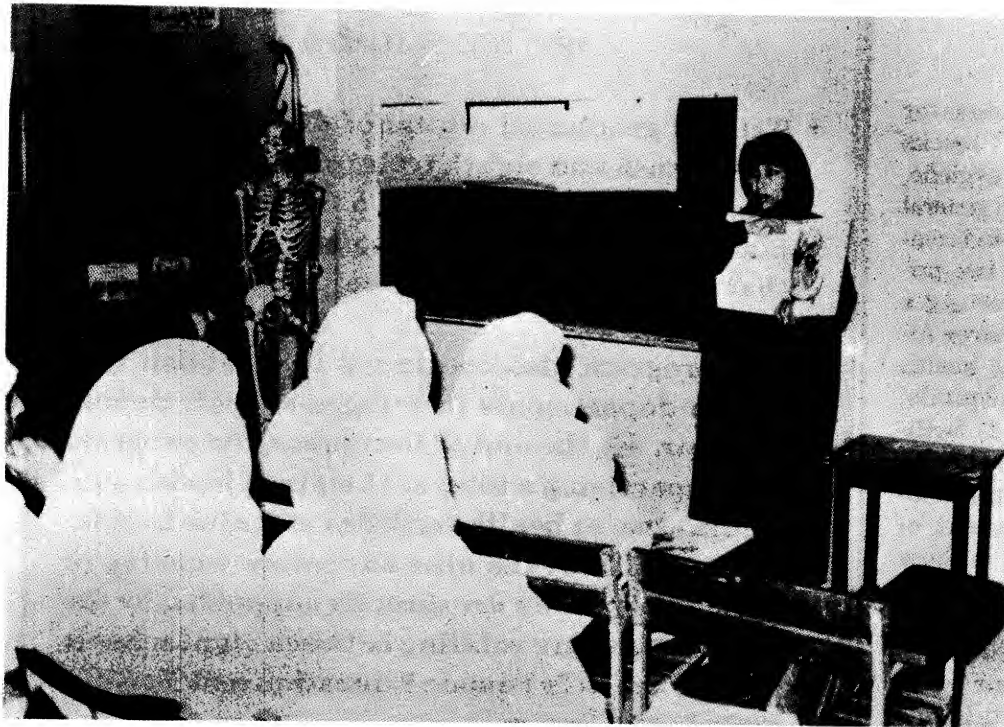
As a necessary complement of the training course, the program works actively to facilitate the creation of new health education departments in refugee schools, clinics

1993 HIGHLIGHTS

- **WHETP graduated a total of 45 students from the seventh and eighth training courses offered since its inception. While a ninth course was planned for the year, it was postponed in order that new revisions could be made to the curriculum.**
- **The program also continued to establish new health departments in refugee schools during the year. By the end of December, the program was supervising a total of 11 trained health educators - two at health facilities and nine in refugee schools. Of the nine educators working in the schools, seven are directly supported by the program and are rotating between eight schools funded by IRC's Female Education and Teacher Training Program.**

These Afghan refugee women are enrolled in a training course sponsored by IRC's Women's Health Educator Training Program. The training course includes three components: community health education, teacher training and teaching practicum.





A trainer from IRC's Women's Health Educator Training Program leads a discussion about the human heart in the eighth training course to be offered since the program's inception. To date, the program has trained 145 refugee women as public health educators.

ics and hospitals and the placement of WHETP graduates in these programs. When necessary, WHETP pays a start-up fee to cover the cost of initiating the department and paying the health educator. Otherwise, the host facilities pay the educators' salaries, while WHETP provides monitoring, supervision and refresher training.

Women's Public Administration Program

The Women's Public Administration (WPA) program, which began in 1989, trains Afghan women in practical administrative skills through a wide range of semester courses and mini-workshops covering office operations and management. The courses offered include bookkeeping, office administration, typing and computer operating. The computer courses cover such software programs as WordPerfect, Lotus 1-2-3, dBase, MLS (Dari word processing) and DOS (disk operating system).

1993 HIGHLIGHTS

- **WPA reached its annual target of training 266 women, by enrolling 277 in various courses and by graduating a total of 251. Overall, the Office Management, Typing and Computer, and Advanced Computer courses enrolled more students than anticipated, while the Entrepreneurship course and the intensive workshops for NGO employees were less popular than expected.**
- **In order to respond better to the needs/interests of its students and to maximize its resources, the program adjusted the curriculum and scheduling of several courses. In many cases, more class hours were scheduled per week, rendering courses shorter in total duration and allowing the program to offer more courses during the year. In the case of the Typing and Computer course, which continued to be in great demand, the program split the curriculum into two courses, meeting specific student needs in a single, shorter course.**

Dari and English are the languages of instruction. The program also offers an Entrepreneurship course which trains refugee women in the skills needed to set up and manage small businesses both in the refugee community and upon their return to Afghanistan.

Lycee Malalai

The Lycee Malalai school was the first educational facility in the Northwest Frontier Province of Pakistan to offer secondary-level courses exclusively for Afghan refugee girls in levels seven through 12. The school was established in 1986 through IRC's support and with an enrollment of 30 girls. Lycee Malalai has held six graduations since that time, with 120 girls receiving diplomas. In 1991, IRC enlisted Jamiat-i-Islami, an Afghan political party, as a co-sponsor of the school. While the changing political situation in Afghanistan required that IRC continue to play a significant role in the oversight and support of the school, full responsibility was eventually handed over to Jamiat in the summer of 1993.

Secondary classes at the Lycee are held six days a week, which include:

- Science (chemistry, biology, physics)
- Arts (history, geography)
- Language (Dari, Pushto, Arabic, English)
- Home-economics (hand tailoring, cooking, drawing)
- Islamic studies

The two-semester academic year begins in February and ends the following January. The first semester is four months long, followed by a three-month summer

holiday prior to the five-month second semester.

Kodakistan Education Program

The Kodakistan Education Program (KEP) was established in 1989 to provide learning and development opportunities to urban and rural Afghan refugee children between the ages of three months and seven years, while at the same time enabling Afghan women with the training and resources necessary to set up and manage culturally-appropriate and sustainable early childhood education centers ("kodakistan" in Dari) for their children.

To achieve the above-stated goal, KEP operates three major components:

Students in the second class at the Kodakistan Education Program's (KEP) model pre-school participate in an art activity. At the end of 1993, KEP was providing assistance to a total of 18 pre-schools, serving 577 refugee children aged three months to seven years.



1993 HIGHLIGHTS

- **Lycee Malalai held its sixth graduation in January, with 15 girls receiving diplomas. To date, a total of 120 girls have graduated from the school.**
- **A total of 518 students attended courses during the first half of 1993 and participated in the semester exams: 185 girls were enrolled in six secondary classes and 333 girls and boys were enrolled in ten primary classes, which had been added to the curriculum in 1992.**
- **At the end of the first semester of 1993, Jamiat-i-Islami, the Afghan political party that co-sponsored the school, requested IRC to turn over the management of the school, which was done.**

*** Early Childhood Education Training Project (ECETP):** The training project is based in Peshawar and includes a six-month training course supplemented by a model kodakistan. The course curriculum includes language development, child psychology, Islamic studies for pre-school children, health and nutrition, art activities and pedagogy. To complement the course work, the model kodakistan affords trainees an opportunity to gain practical experience. A work-study component is also incorporated into the curriculum, allowing trainees to learn how to make low-cost appropriate learning aids and toys. Graduates of the course are qualified to initiate, teach in and administer kodakistans in their communities, either refugee or in Afghanistan.

*** Outreach Kodakistans:** With the encouragement and assistance of KEP, small-scale kodakistans are also being established by ECETP graduates in their own communities in Peshawar and in the surrounding refugee camps. In addition to providing pre-school services to refugee children, the outreach kodakistans give Afghan women direct experience in starting up their own kodakistans. These kodakistans also serve to introduce the concept of the importance and value of pre-school education into the Afghan community. The training team is responsible for visiting the outreach kodakistans, monitoring teacher and student attendance and the quality of instruction, and providing professional development opportunities and resource books to the staff.

Nursery students in the model pre-school operated by IRC's KEP, take part in an action song. In 1993, all teachers participated in a special 22-day seminar designed to introduce new teaching methods and activities.

1993 HIGHLIGHTS

- In June, 16 women graduated from the seventh ECETP course and a special 22-day seminar was organized for 28 model and outreach kodakistan teachers to review the new methods and activities which were incorporated into curriculum revisions.
- KEP began the year supporting 12 outreach kodakistans with an average enrollment of 536 children. While five kodakistans closed during the year, 10 new ones were opened and by December, the program was supporting 17 outreach kodakistans (16 Peshawar-based and one near Hangu) with an average enrollment of 477 children.
- The KEP Resource Center completed the program's fourth pattern book, used by parents and teachers to make children's toys, and printed its first edition of a book of common Afghan games.

*** Resource Center:** Also based in Peshawar, the resource center is responsible for the development of original KEP materials and the translation of pre-school education materials into Dari and Pushto.

The staff have printed four pattern books for making educational toys for children to be used by teachers and parents, and have also compiled traditional Afghan stories and games into illustrated books. ■





THE SCIENCE AND TECHNOLOGY TRAINING PROGRAM



After fourteen years of war, one of the greatest obstacles Afghanistan faces is its staggering rate of illiteracy. According to current estimates, 91 percent of Afghan females and sixty-two percent of Afghan males remain illiterate, while gross primary school enrollment ratios in Afghanistan were 33 percent for boys and 17 percent for girls between 1986 and 1988.¹ Research has indicated that an educated labor force is a necessary pre-condition for economic development to occur. Adults who have attained higher levels of education enjoy higher individual earnings, more frequent employment in urban labor markets, greater agricultural productivity, lower fertility, and better health and nutritional status.² Accordingly, IRC supports institutions, such as the Science and Technology Training Program, providing educational opportunities at the primary, secondary, and tertiary levels — in the formal and non-formal sectors. Through its courses in teacher training, math and science education training, engineering education, pre-school education, and language development, IRC seeks to provide Afghans with skills they will need to address the enormous and diverse demands which face post-war Afghanistan.

IRC's TTT program involves a refugee teacher in an experiment that examines force and motion on an inclined plane. TTT has trained nearly 1,700 math and science teachers who are working in refugee & cross border schools.

The Teacher Training and Textbook Program

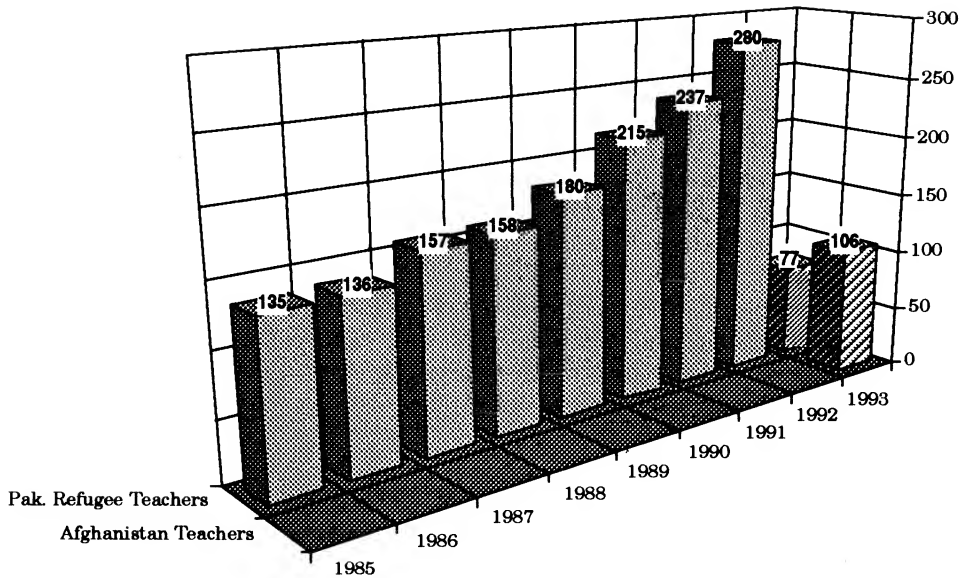
The Teacher Training and Textbook Program (TTT) provides in-service training seminars for Afghans who are working as secondary and middle school science and math teachers. These seminars are divided into three levels: beginner (for teachers who have never attended), advanced I (for



1993 Highlights

- Conducted surveys, for the first time in Afghanistan, to determine specific educational needs.
- Provided subject-matter and pedagogical in-service training workshops, in Pakistan and also for the first time in Afghanistan, to 183 teachers from a total of 68 schools.
- Revised and translated 32 textbooks and six laboratory manuals.
- Produced 109,000 textbooks and 3,000 laboratory manuals covering math, physics, chemistry, biology, geometry, and trigonometry.
- Distributed 129,229 textbooks and laboratory manuals to Pakistan and Afghanistan refugee schools. Thus, over 21,500 Afghan children benefited from using the new and revised textbooks.

**Teacher Training & Textbook Program
Teachers Trained 1985-1993**



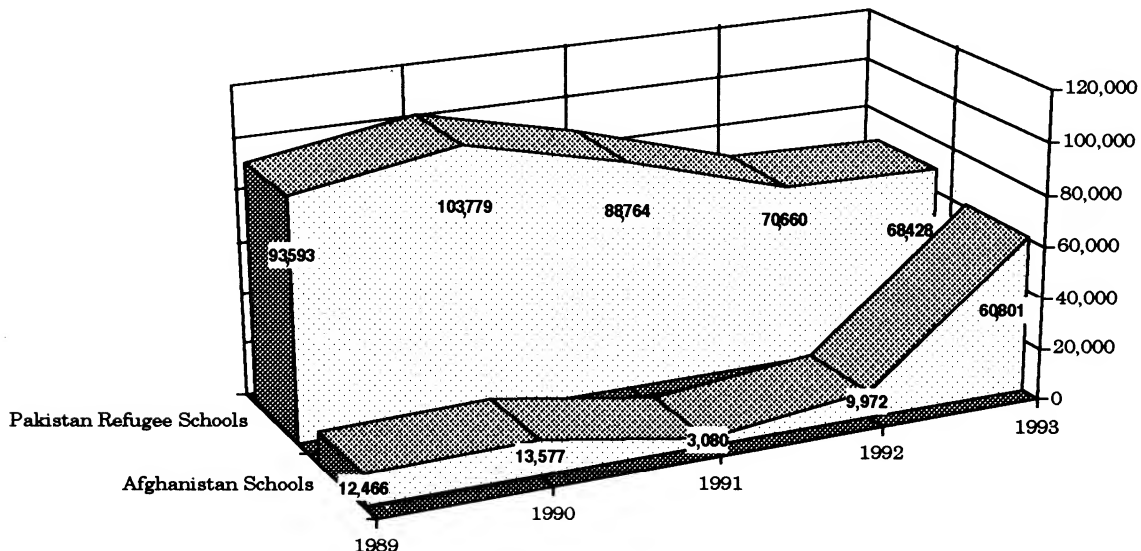
teachers who have attended the beginner level) and advanced II (for teachers who have attended the previous two levels). In addition, they upgrade subject matter knowledge and pedagogical training, which focuses on using student-centered teaching techniques and using textbooks, teacher guides, and instructional aids effectively.

The Teacher Training and Textbook Program develops quality science and math textbooks, lab manuals, teacher guides, and teaching aids for grades seven to 12, in the Dari and Pushto languages.

Since 1989, the TTT program has delivered textbooks, lab guides and lab equipment to schools of

various provinces in Afghanistan. Furthermore, TTT is increasing the number of books and materials it supplies to Afghan schools and is offering, for the first time, training seminars to math and science teachers who are working in three provinces in Afghanistan: Logar, Paktia, and Khost. The program is also supplying IRC's Hangu Education Program with

**Teacher Training & Textbook Program
Textbooks Distributed 1989-1993**



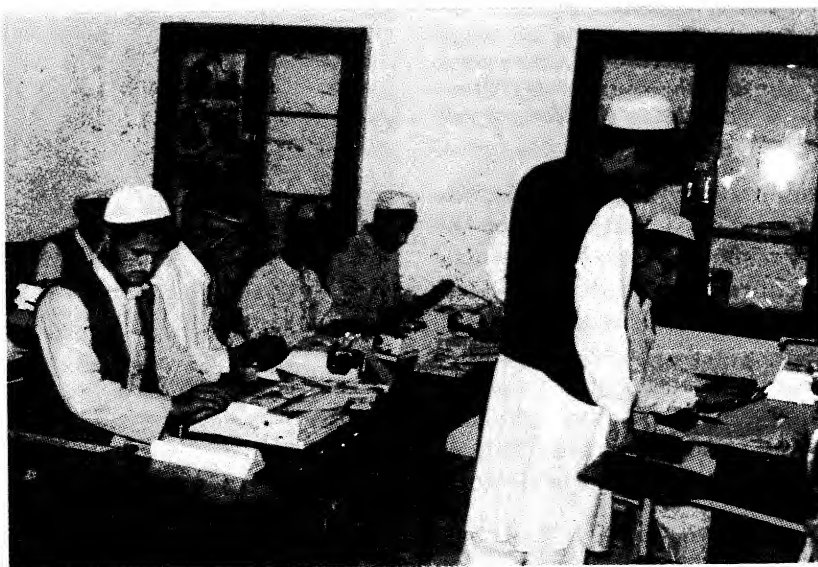
Refugee students learn to type in an extra-curricular course offered after school hours. During 1993, the school graduated 52 students from extra-curricular typing and computer courses.

textbooks for grades seven through 12, which are being distributed to schools throughout Afghanistan.

The Experimental School of the Sciences

Established in 1986, the Experimental School of the Sciences provides comprehensive secondary education, with a focus on math and sciences, for Afghan refugee boys from grades seven through 12. The curriculum, which includes courses in biology, chemistry, physics, mathematics, geometry and trigonometry, is designed to prepare and inspire students to pursue studies in engineering, agriculture, medicine, and research. The students also take courses in history, languages and Islamiat and have the option to take extracurricular courses in typing and computers.

High quality instruction, extensive laboratory equipment, limited class size and a comprehensive resource library all combine to set the Experimental School apart from other refugee schools. As opposed to the traditional teaching methods of rote memorization and chanting, the teaching staff at the Experimental School utilize a variety of student-centered teaching techniques, including group work and question-and-answer sessions. The school's diverse collection of laboratory equipment provides students additional opportunities to actively participate in class and to perform experiments in physics, biology,



1993 HIGHLIGHTS

- **Enrolled 298 students in grades seven through 12. Classes range from Physics, Mathematics, Geography, Chemistry, Biology, Geometry, Trigonometry, and Geology to Dari, English, and Islamic Studies.**
- **Held extracurricular classes for developing computer and typing skills. Computer classes covered Lotus, WordPerfect, and the DOS system. During 1993, 30 graduated from the typing class and 22 from the computer class.**
- **Provided students with practical experience while performing 541 experiments in Physics, Chemistry, Biology, and Geology.**
- **Emerg ed as the best high school for Afghan students in Pakistan and the only school to have students pre-admitted to university programs from the eleventh and twelfth grades.**

chemistry and geology. Each of these classes have five sets of laboratory equipment, allowing considerably more student participation than the standard one set per class in most refugee

schools. Further, in an effort to ensure quality education, the Experimental School strictly limits class size to no more than 40 students, while other refugee schools allow up to 60 or more

A student responds to a question in a chemistry class. A total of 298 refugee boys completed the 1992/93 academic year at the school, while 270 were enrolled for the following year.

students per class. Lastly, the Experimental School houses the only resource library for refugee teachers and students in the Peshawar area, with over 400 science, math, history, Islamiat, language books, and teachers' guides. The library also has available such teaching aids as charts and overhead projectors.

Admission to the Experimental School is very competitive; in the fall of 1992, over 900 students competed in an entrance exam for 117 openings. In 1993, 425 students took an exam, following which only 68 students were admitted. The notable caliber of the students and the quality of their education is revealed by the number of pre-admissions to prominent institutions. A total of 59 students (100%) from the 1992/93 graduating class have gone on to study at higher educational institutions and technical programs.

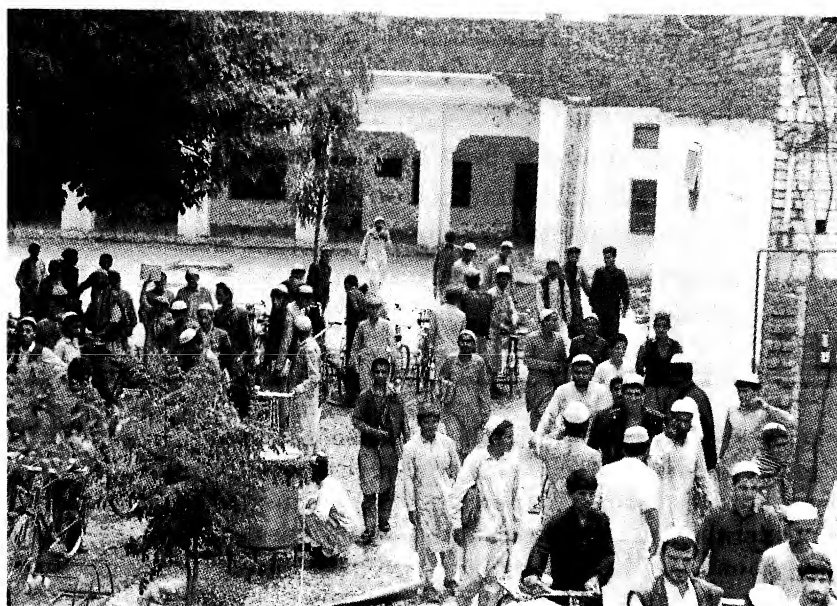
In the Fall of 1993, IRC expected



that the Experimental School would be transferred to Afghanistan to enhance the repatriation process. In March 1993, due to political instability, it became clear that a transfer to Afghanistan would not take place. As the program had budgeted only through the 1992-1993 academic year, meetings were held between the school's administration, teachers, and IRC staff to discuss strategies for the coming year. The group reached a consensus on decreasing the num-

ber of students by approximately 20 percent and moving the school to another location to save approximately 50 percent in rental expense. The teachers then agreed to take a reduction in their salaries in order for the school to meet other expenses for the coming year. As a result, the number of teachers dropped from 20 to 16 and the average salary was reduced 38 percent. Furthermore, the transportation stipends provided to the students were cut by 50 percent in the second semester of 1992-93 and cut completely by the first semester of 1993-94.

Despite the additional hardships, everyone connected with this eminent school was devoted to keeping it open and making the necessary sacrifices. When repatriation resumes on a large scale, the training which IRC is facilitating for these students will be of an immense benefit to reconstruction tasks inside of Afghanistan. ■



At the end of a school day, students leave IRC's Experimental School of the Sciences. This new campus, helped trim the budget to keep the school open.

CONSTRUCTION-RELATED TRAINING FOR AFGHANISTAN

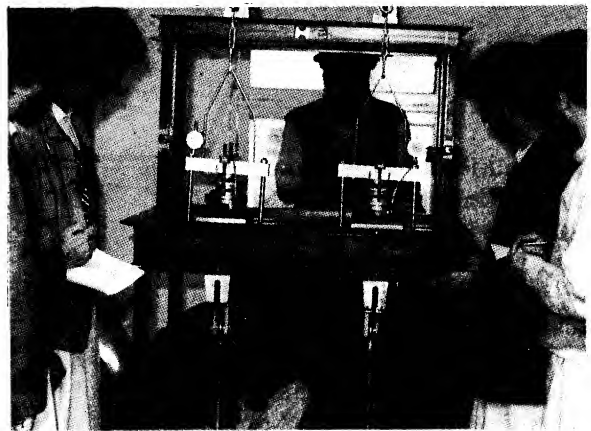
Rehabilitation and reconstruction of irrigation systems, roads, bridges, houses, and public buildings in post-war Afghanistan will demand personnel trained in construction-related skills and professions. Trained civil engineers, architects, construction supervisors, and foremen, as well as craftsmen such as masons, carpenters, welders, and electricians will be required in significant numbers. Properly trained Afghan engineers and architects can execute the needed planning, design, and implementation of rural reconstruction at a fraction of the cost of expatriate professionals.

To meet these needs, IRC initiated its Construction-Related Training for Afghanistan program (CRTA) in 1987. The program, located in Peshawar, seeks to expand the pool of Afghan men trained in construction-related fields through two major components, the Construction Engineering Program and the Construction Supervision Program.

THE CONSTRUCTION ENGINEERING PROGRAM

The Construction Engineering Program offers a 36-month civil engineering course, which parallels the curriculum that was offered at the Kabul University Faculty of Engineering before the war. The teaching staff is comprised of former professors

Students in IRC's CEP use a consolidation machine to test soil samples in order to determine the bearing capacity and settlement of the soil under load. The program's extensive science and engineering laboratories for such subjects as electronics, chemistry, computers, and asphalt and soil testing offer students excellent hands-on learning opportunities.



1993 HIGHLIGHTS

- As of the end of December 1993, 66 students were enrolled in the Construction Engineering Program, while enrollment of new students was postponed due to budget constraints.
- Having completed their fourth semester in the program, 26 students worked on various construction projects as part of their practical training, under the direct supervision of nine NGOs engaged in reconstruction and rehabilitation activities in Khost, Nangarhar, Parwan, Kunar, Kunduz and Wardak provinces of Afghanistan.
- To date, 24 students have graduated from the program, of whom two were admitted to U.S. universities and all the remainder found employment with NGOs working inside Afghanistan.
- In April 1994, much of CRTA'S current funding comes to an end. Since the latter half of 1993, efforts have been made to secure new funding through additional donor sources. Parallel to this activity, direct consultation with Kabul University concerning the eventual transfer of the program to Afghanistan continued throughout the year.



CE students prepare concrete cylinders in order to determine the crushing strength and designed strength of a certain mix. The CE Program parallels the curriculum at the Kabul University Faculty of Engineering before the war.

THE CONSTRUCTION SUPERVISION PROGRAM

The Construction Supervision Program offers two sequential nine-month courses, the Construction Supervisor Program and the Assistant Engineer Program. Both courses run concurrently and each combines theory sessions with the

Continued on page 38

and graduates of the Kabul Faculty of Engineering. The program is well-equipped with electrical, chemistry, hydraulics and computer laboratories as well as with a consolidation machine for asphalt and soil testing. To address any academic weaknesses the students may have upon entering the course, the program offers a remedial course in English, mathematics, and physics. The students must complete this pre-engineering course before being admitted.

In addition to the program's seven semesters of theory, the students participate in two, two-month long practical field training sessions, under supervision, where they are engaged in various construction-related tasks enabling them to apply the theory they have learned at two different stages of the program. Sessions extend throughout the year. Upon completion of the program, students are qualified to provide the engineering expertise to design and construct the roads, canals, bridges, buildings, and other facilities which will be needed in post-war Afghanistan.

1993 HIGHLIGHTS

- **A maximum of 160 students participated in the Construction Supervision Program during 1993. Of this number, 62 students graduated in July and a total of 70 were still enrolled in one of the two nine-month courses at the end of the year. The remaining 18 percent of students withdrew from the program, primarily due to repatriation and employment elsewhere.**
- **A total of 110 students were placed with 33 NGOs during the year for their two-month practical training session. The students were involved in road construction, cost estimation, water supply, irrigation systems, masonry and plumbing projects, both in Pakistan and Afghanistan.**
- **Since its inception, a total of 165 students have graduated from five Construction Supervisor courses, of which 58 are known to have secured employment and 87 went on to enroll in the Assistant Engineer Program. Of the 65 graduates from four Assistant Engineer courses, follow-up records show that 32 found jobs and a small percentage emigrated or were unemployed. (No records were available for the remaining students.)**

WORK IN THE FIELD

Sayed Mukhtar Homam, a student in his last year of the Construction Engineering Program, shares a personal account of his experience gained during a practical training session.

My second practical training was with Consultant Bureau for Reconstruction (CBR), an Afghan NGO supported by Jamiat-i-Islami Afghanistan, an Afghan political party, and funded by UNDP and other UN agencies. CBR works mostly in the northern part of Afghanistan, and engages in both new public works as well as reconstruction projects.

The committee has two main branches: the Department of Roads and Bridges and the Department of Engineering Design. I was placed in the Department of Roads and Bridges for my practical work. After I met the chief of the department, I learned a lot about the organization of the program. Two surveyors are responsible for performing site investigations and gathering data from areas where roads and bridges are to be built. Two engineers do the design and cost estimation of the projects, while two assistant engineers are in charge of drawing the designed projects and occasionally go with the surveyors to Afghanistan.

During the first week of training, I mostly watched others work on

the surveyed data and became familiar with the procedures and methods of work in the department. CBR uses a Russian system of engineering, which I think is not very different from the American system.

In my second week, I started to design part of a road which is located in Parwan and Panjshir provinces in Afghanistan. The section on which I started working was about 2,700 meters from the beginning of the road. At first, I took the data from the survey book and began to



During a field exercise, students learn how to use survey equipment—160 Afghan students participated in the CS Prog. in 1993.

design the required elements of the road, including the length and radius of the horizontal curves and the height at the beginning, center and end of the vertical curves. Other parts of the road were being designed by the department's engineers, while the assistant engineers were drawing those plans on tracing paper. Afterwards, I began drawing the plan view, showing the top view of the road with the location of the curves. The curves are designed according to the deflection of the road and the space available on the sides of the road.

The curves are also designed to make it easier for vehicles to handle slight changes in the road's direction. My drawings were checked and within a few days I had completed them.

Next I worked on the profile of the road, the longitudinal section which can show the elevation of the road from a reference level. I needed to draw the profile list and specify all grade and ground elevations. On the profile list, I tried to design the vertical curves. I needed some instruction on how to use the necessary tables and tools so the department chief showed me some practical steps useful for completing this task. After two weeks, I finished the profile list and began working on the cross sections of the road.

I completed my practical training after two months. While it was also necessary to design a bridge along the road and estimate the cost of the project,

I couldn't work on these tasks due to a shortage of time. Although I couldn't complete my project, I learned some procedures and new practical methods that I didn't know before because of not having been faced with them in theory. I am appreciative of the assistance offered by the CBR staff and especially of the Director of the Committee and the Chief of the Department of Roads and Bridges for their help in preparing such an opportunity for practical work. ■



During a two-month practical training session, students enrolled in IRC's Construction Supervision Program gain experience in housing construction. During 1993, 136 students from IRC's Construction-Related Training Programs completed their practical training with over 30 organizations/agencies engaged in construction projects in Afghanistan and Pakistan.

Continued from page 36

two-month practical session, during which students are placed with organizations carrying out construction projects in Afghanistan and in refugee camps in Pakistan. The courses are taught in Dari and Pushto.

*** Construction Supervisor Program:** trains Afghan male

refugees to become construction foremen capable of supervising construction work sites and managing small rural construction projects. To be eligible for admission, candidates must have completed 12 years of education, and pass a competitive entrance exam.

*** Assistant Engineer Program:** is an advanced course, open to students who success-

fully complete the nine-month Construction Supervisor course and pass a screening test. The program provides a further nine months of advanced training in construction aspects of civil engineering projects. As assistant engineer graduates, students are capable of managing entire projects of small to medium size and can perform a variety of technical tasks. ■



HANGU EDUCATION PROGRAM



At the request of the Afghan refugee community, the Hangu Education Program (HED) was established in 1988 with an overall goal of improving the quality of and expanding access to primary education in the refugee camps. Three years later, in coordination with IRC's Rehabilitation Program in Afghanistan (RPA), the program expanded this goal to include providing material and teacher training assistance to schools in rural communities in Afghanistan. To achieve these objectives, the program carries out the following tasks: • Training and monitoring primary school teachers who teach in Afghan community-based schools and primary classes. • Upgrading the managerial skills of school administrators. • Providing material and, in some cases, financial support to Afghan community-based primary classes and schools. • Designing and producing teacher guides and other instructional materials.

Training only 34 teachers that first year, the program has grown to over 2,200 refugee teachers. In addition, in a single academic year, the program at its height assisted as many as 330 refugee schools and over 54,000 refugee children through the provision of books, supplies and technical assistance. The Hangu Education Program has gradually shifted its support to those schools that are operating in IRC's target provinces in Afghanistan. To date, the program has provided books and supplies to over 500 schools enrolling nearly 110,000 students in Afghanistan. Following are details of each of the components of the Hangu Education Program.

Teacher Training for Primary School Teachers

The Hangu Education Program offers pedagogical seminars that allow primary teachers to review student-centered teaching techniques and to learn to develop and utilize classroom management skills. Examples of skills acquired include:

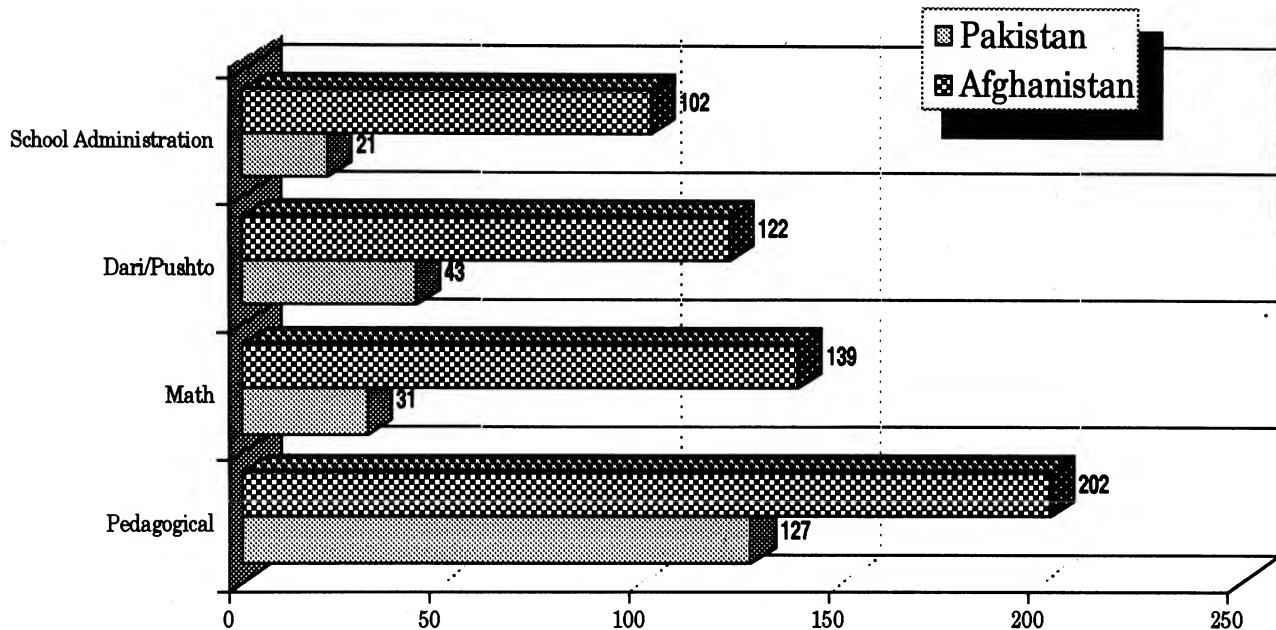
- a) Formulation of objectives.
- b) Lesson plan preparation.
- c) Test design and interpretation.
- d) Design and utilization of visual aids.
- e) Application of child psychology theories.

Through practice teaching exercises, teachers refine teaching techniques like question-and-answer, role play, group work, competition, and developing field work exercises. The teacher trainers also design, produce and distribute materials to guide and assist the teacher in preparing student-centered lessons and managing classroom activities. These materials are incorporated into the training seminars.

1993 HIGHLIGHTS

- Because of low repatriation rates and the closure of most refugee schools supported by Afghan political parties, the program expanded its services to schools in the Peshawar area, and provided books and supplies to nearly 16,000 students attending 42 refugee schools.
- Staff from the refugee community school component, were able to accommodate increased demand by expanding the number of classes supported from 49 classes in the Fall of 1992 to 58 classes by the Fall of 1993. The number of students assisted more than doubled during this time, increasing from 1,359 students to 2,751.
- A total of 777 teachers and headmasters participated in pedagogical, math, Dari/Pushto and the program's first school administration seminars, surpassing its overall target of training 750. Cross-border teacher training activities were greatly expanded this year, accounting for 73 percent as compared with 26 percent in 1992.
- Close to meeting its 1993 goal of 50,000 students at 350 schools for book and material distribution in Afghanistan, the program provided supplies to 49,761 students in 304 schools in Paktia, Paktika, Khost and Logar provinces.

Hangu Community Education Program Teacher Training Seminars Teachers Trained in Pakistan and Afghanistan During 1993

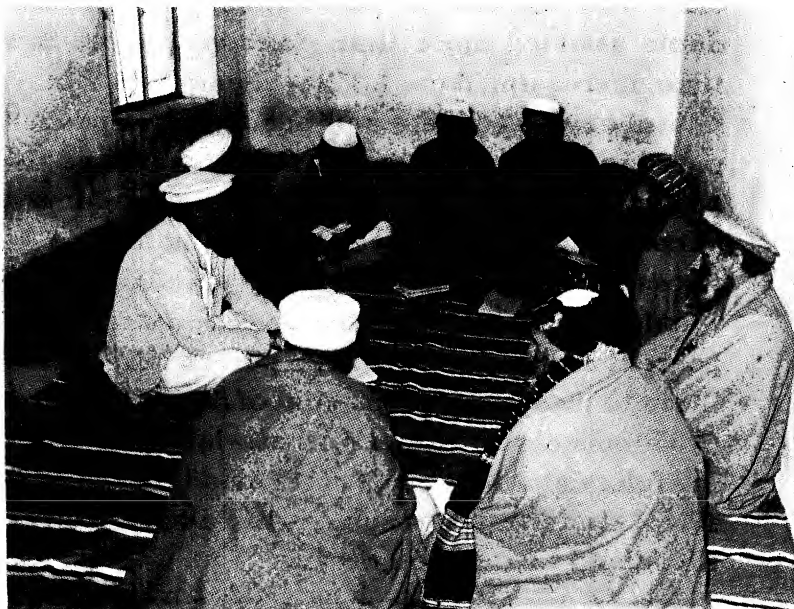


Subject-Matter Seminars

Starting in 1992, the Hangu Education Program began to provide seminars that upgrade the subject-matter background of Afghan

primary school teachers. The teacher trainers had found that the teachers were making good progress in their use of effective teaching techniques and yet their instruction was hampered by an

insufficient grasp of the subjects being taught. Even the teachers themselves made requests for such training. To date, the trainers have developed seminars for math and for Dari/Pushto language instruction. The seminars are designed to enhance the subject-matter knowledge and upgrade the technical skills of primary school teachers. To make sure that the trainees are able to teach up to level six effectively, the teacher trainers incorporate lessons up to the ninth grade level. The majority of the teachers who participate in these seminars have already received training in student-centered teaching techniques. During the seminars, the teachers are able to observe the use of these



A trainer discusses pedagogical skills with a group of teachers to solve practical problems during a Hangu Education training seminar.



Staff from IRC's Hangu Education Program deliver tents and floor coverings to a refugee primary school in Kahi camp.

techniques in teaching the subject at hand.

School Administrator Training

By 1992, the need for a school administrators' training seminar had become increasingly apparent in the refugee camps as well as in Afghanistan. During their monitoring visits, the program's teacher trainers consistently witnessed a lack of management and leadership skills on behalf of the headmasters. While the teachers were making significant progress in their use of effective teaching techniques and were gaining confidence in their subject-matter knowledge, both they and the students were suffering from the absence of consistent leaders capable of coordinating school business, establishing proper discipline and organization, and providing an overall conducive atmosphere in which learning can take place. The Hangu Education Program

now offers a school administrators' seminar that aims to enhance the administrative and managerial skills of the headmasters and covers such topics as discipline, organization and record-keeping, coordination of school business and activities, delegating responsibilities, and creating teamwork.

Cross Border Community-Based Schools

This component provides material support in the form of textbooks

and supplies to Afghan community-based schools which request assistance. Assistance to these schools not only provides material support for classroom facilities and needy students, but indirectly serves to improve the community stature and the self-esteem of teachers. This, in turn, has contributed to the marked increase in requests for teacher training.

Refugee Community-Based Schools

This program provides books, materials, tents, tarps, and teacher stipends to community-based primary classes for refugee boys and girls and to the Naryab school, a boys' primary school situated in Naryab camp. In communities where the program sponsors classes, teachers are nominated by the requesting community and then screened, trained, and supervised by the program. The primary classes vary in size and composition and are supported for no

First-grade students enrolled in a community-based primary class take turns reading passages from their Pushto language book. (NOTE: The girls who also attend the class were not allowed in the photo.)



more than three years, during which time the students learn reading, writing, and simple arithmetic. The medium of instruction is the students' native language. The program has three exceptional merits:

1) Students become literate within a year.

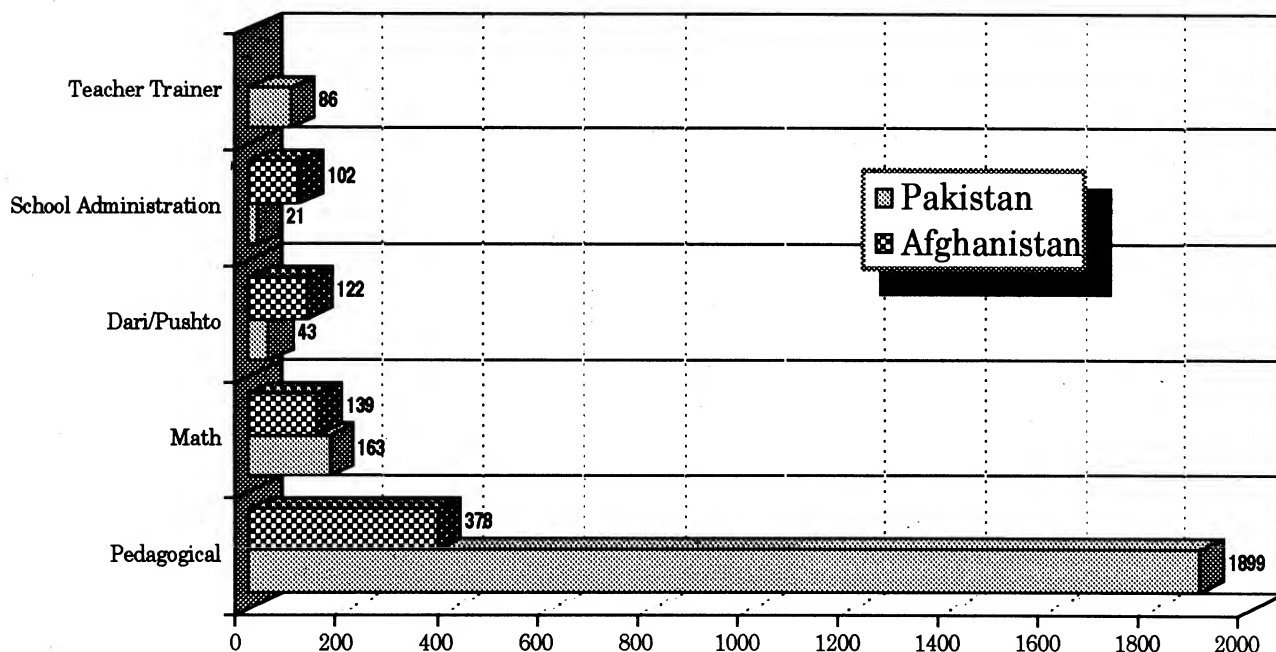
2) Because classes are composed of relatives and tribal members from one village or area, girls are able to attend and often comprise up to 50 percent of the enrollment.

3) Unlike other schools with varied teacher and student populations, the teachers for these classes will return to the same villages as their students and will be able to continue teaching in that community once they return to Afghanistan.



Refugee students watch attentively as their first-grade teacher introduces a Pushto language lesson. Because the community primary classes sponsored by the HED Program are composed of relatives and tribal members from a village area, girls are allowed to attend and often comprise up to 50 percent of the enrollment.

Hangu Community Education Program Teacher Training Seminars Teachers Trained in Pakistan and Afghanistan 1988-1993



Making a Difference in Afghan Education

Standing at the opening to the tent under which these students were seated in neat rows on cotton floor coverings, the IRC Official knew that the training efforts that began back in 1988 were clearly bearing fruit. After only three months into their first year in a newly-initiated community primary class in Kata Kanra camp, these young Afghan girls were already able to perform simple addition and subtraction problems and read basic sentences. On a visit to the class, the Official had posed the questions in an effort to determine what progress the students had made thus far. She was amazed at the quality of their responses. Her amazement came when she recalled

her early days as coordinator of the program, nearly six years prior - a time when only a few students would achieve such results at the end of one year, with the majority requiring two to three years. Rather than quiz the students in the nearby class, she had intentionally asked the students in the class instructed by a "mulla" or religious teacher from

the camp. Prior to attending one of the program's technique training seminars conducted by Hangu Education, such teachers often come equipped only with the traditional teaching methods common in Afghanistan - chanting and rote memorization. However, as with all other teachers nominated by their communities for

students more actively in the learning process and which have been proven to enhance the rate of learning.

This teacher is one of nearly 3,000 participants who have taken part in one or more of the program's training seminars, over 700 of them working in schools in Af-

ghanistan. Of the original group of 11 master teacher trainers, who themselves were trained that first year and who began shortly thereafter to offer seminars to other teachers, 10 are still with the program. After rigorously perfecting the pedagogical technique seminar and offering it to nearly 2,300 Afghan teachers in Pakistan and Afghanistan, these trainers developed and initiated specific

subject-matter seminars in math, Dari and Pushto languages and school administration. Looking once again at the group of 35 students, most of whom were eagerly stretching their hands in the air in the hopes that the mulla would ask them to answer a question he'd posed, the impact and benefit of these training activities could not have been more evident. ■



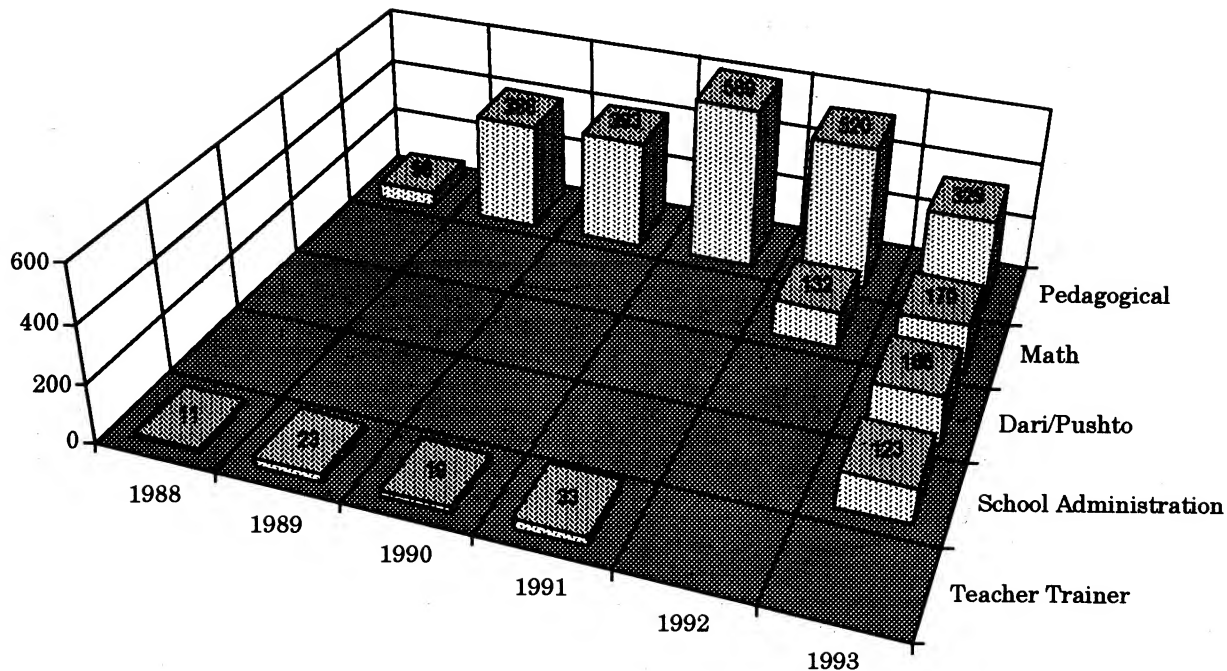
(left) A participant in one of HED's pedagogical seminars demonstrates a technique that he learned for teaching beginning reading to first-year students. It involves scrambling pieces of paper that hang on a string with different words from a sentence. Students are challenged to recreate new or original sentences.

(right) The same technique is being used by a teacher in a community primary class at the Kotki I camp. On this day, the teacher transferred the method learned during a HED seminar, one concerning flowers and the beauty of a rose, but he also took the initiative to use a large red rose as a visual aid.



these classes, this mulla had attended one of the program's intensive teacher training seminars, where he was introduced to more effective student-centered instructional techniques. During the seminar, he learned how to use such methods as question-and-answer, role play, group work, competition and practical work, all of which involve the

Hangu Community Education Program Teacher Training Seminars 1988-1993 Participants



Responses from the Field

Upon completion of each of the 15 teacher training seminars conducted in Afghanistan in 1993, the Hangu Education trainers asked the participants to provide feedback about the seminar in a written evaluation form. While this procedure is carried out at the end of all of the program's seminars, comments such as the ones listed rarely reach the reports office.

"Seminars that I have attended before were not useful. I decided to come to watch this seminar for one day as a test. After spending one day in the seminar, I realized that while those other seminars were not useful, I was very glad to attend this kind of seminar and to be instructed by such a good group of trainers."

"Our mulla (religious leader) also teaches in the school. Before the seminar, he hit the students. After he took the seminar, the students became more motivated to learn their lessons and to study hard at home."

"I graduated from the 14th grade at the Teachers' Institute of Kabul, and yet, after this seminar, I feel that I have greatly increased my teaching skills and experience."

PROFESSIONAL DEVELOPMENT PROGRAM

IRC's Professional Development Program works to provide Afghans with vital professional skills to enable them to take part in rehabilitation efforts in Afghanistan. In 1993, the program consisted of two components: The Public Administration Program and the Men's English Language Program. Each is described in detail below.

THE PUBLIC ADMINISTRATION PROGRAM

Following the signing of the Geneva Accords in April 1988, which laid the groundwork for the Soviet withdrawal from Afghanistan, many of the NGOs working with Afghan refugees in Pakistan initiated programs geared to facilitating the process of repatriation and rehabilitation. Inherent in the design

of such programs is the desire to bring Afghans increasingly into the roles of administrators, managers and decision-makers. The more than a decade of fighting has taken a devastating toll not only

on Afghanistan's infrastructure, but also on its corps of leaders and managers. By some estimates, as many as 90 percent of Afghanistan's intellectuals have

*... as many as 90 percent
of Afghanistan's
intellectuals have mi-
grated or been killed ...*

migrated or been killed in the war.¹ Consequently, IRC's Public Administration program was established in August 1988 to provide training for Afghans in effective management and decision-

making techniques as well as in the operation of an efficient office.

During 1993, the Public Administration Program (PA) continued to operate a training center which offers courses in administration, management, and office skills to Afghan managers, administrators, office workers and college-level students. The Program has been divided into two major categories of training: semester courses for twelfth-grade graduates and intensive workshops for Afghan professionals working in NGOs.

*** Semester Courses for Twelfth-Grade Graduates:** The

1993 HIGHLIGHTS

- A total of 1,085 Afghans were enrolled in one of 12 semester courses offered on a quarterly basis during 1993, with computer and English typing courses attracting the majority of students. An additional 222 students participating in the 1993 winter semester program will graduate in early 1994.
- Over 100 staff members from 27 NGOs took part in one of 21 Intensive Workshops conducted by PA during 1993. The WordPerfect computer package continues to be the most popular workshop demanded by PA's clientele.
- In its drive towards self-sufficiency, the program generated a total of Rs. 298,445 (US \$9,948) from student fees in 1993 - a 32% revenue increase over the previous year. After March 1994, PA will operate without outside funding.
- Responding to subsequent changes in the population's professional needs, the Program added MLS (a Dari word-processing software package) to its computer curriculum, installed an updated Wordperfect package and introduced two new intensive computer workshops.



Students practice typing during a class conducted by IRC's PA Program. In addition to three levels of typing courses, PA offers courses in administration, management, accounting, and numerous computer software packages.

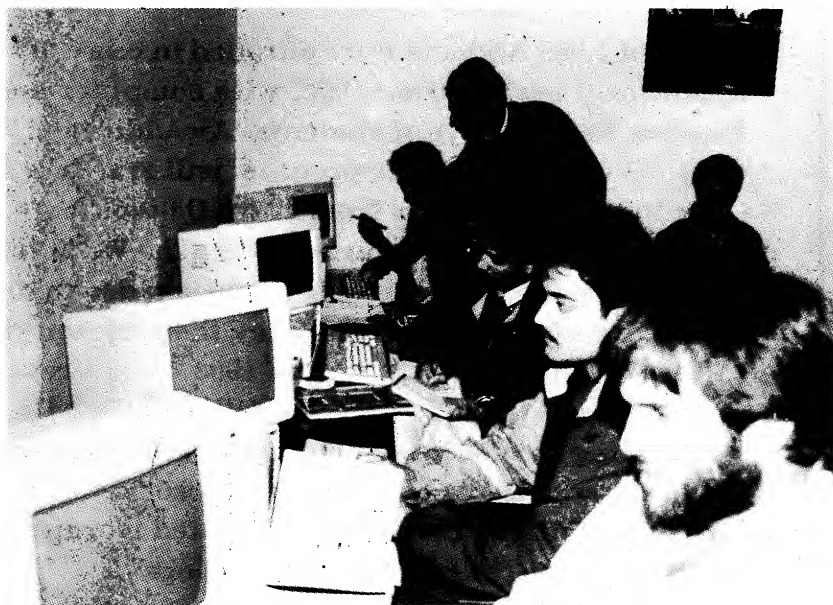
semester courses, designed for twelfth-grade graduates, offer a broader curriculum than the intensive workshops described below, running for two and a half months. The semester courses equip students with full administrative and bookkeeping skills so that they may secure jobs in administration and management areas needed in the reconstruction of Afghanistan. Courses in financial and public administration, also offered by the program, are conducted in Dari and Pushto.

Since the semester courses run longer than the intensive workshops, students have the opportunity to engage in more advanced and broader academic courses of study. For example, one portion of the Public Administration course is devoted to strategic planning, an especially important skill in light of the current unpredictability of the situation in Afghanistan.

*** Intensive Workshops for Afghan Professionals:** The Intensive Management Workshops (IMW) provide training for Afghans who are already working for NGOs but need further skills to perform their jobs more effectively or to take on more responsibilities. The program offers seven courses for improving administrative skills, which are tailored to address the unique needs of the agencies that send the participants. In addition to

training staff members in such skills as organization, delegation, participatory decision-making, and report-writing, the workshops offer Afghan professionals a chance to share their knowledge and experience with their colleagues engaged in relief and development initiatives.

The Intensive Computer Workshops (ICW) are designed to equip NGO staff members with the skills necessary to operate computers and typewriters. The program offers courses in WordPerfect 5.1, Lotus 1-2-3, MLS (a Dari word-processing software package), dBase +III and DOS software packages, as well as an intensive English typing course. PA's computer and typing courses give students a marketable skill that will be in great demand in post-war Afghanistan.

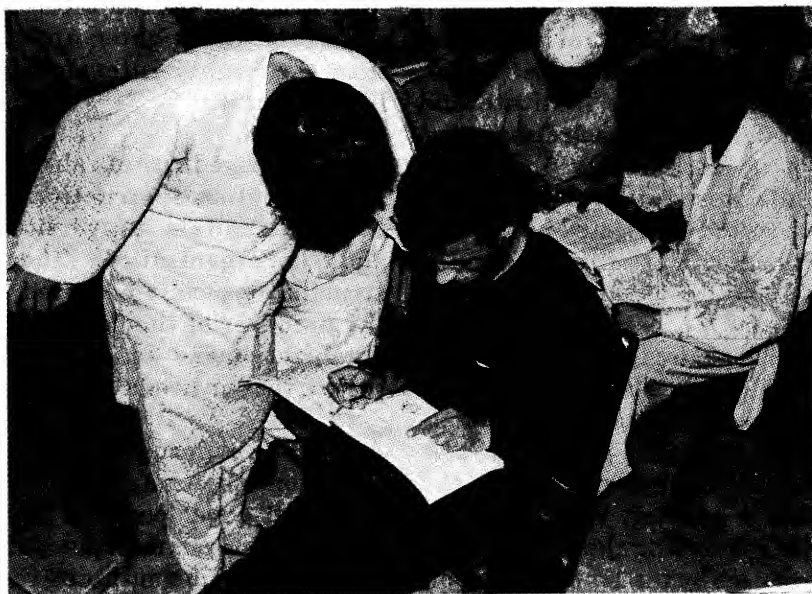


Students study dBase in a 10-week computer course offered by IRC's PA Program. In 1993, 1,085 Afghans were enrolled in one of 12 semester courses offered by the Program.

An English teacher at the Language Center assists a student with an assignment. Prior to suspension of IRC's Language Institute, the center was one of 25 private language schools receiving assistance from IRC.

THE LANGUAGE INSTITUTE

Established in 1985, the Language Institute (formerly the Men's English Language Program) was a pioneer program in the provision of English-instruction to Afghan refugees. The demand for English skills grew greater as various international agencies working with Afghans sought to replace expatriate managers with Afghans. Af-



1993 HIGHLIGHTS

- A total of 1,305 students were enrolled in 47 classes at the Language Institute.
- The program offered 17 specialized English classes for 121 employees of five NGOs.
- The Language Institute continued to sponsor six Peshawar-based outreach programs enrolling approximately 1,758 students in 49 classes with 38 instructors. In addition, the Institute sponsored 19 camp-based outreach programs in which 67 instructors were teaching 87 classes with 2,236 students.
- Training staff offered four workshops for the 28 on-campus English instructors and interested teachers in the Peshawar-based outreach classes. The workshops covered such topics as pronunciation in class, silent reading, presentation of grammatical structures, listening and writing. Additional workshops were offered for the rural-based outreach class teachers.
- Following the suspension of the program after the first semester of 1993, a majority of the former program staff members and many advanced-level students joined or established successful private English language institutes.

ghans in turn saw English-language skills as necessary to securing key positions with international organizations and businesses which would allow them to earn needed income for their families. Since virtually all of Afghanistan's traditional sources of hard currency have been destroyed and/or taken over by foreign competitors, the English-language skills of its population have become an increasingly valuable capital asset.

The Language Institute, at the start of 1993, had become a smaller and more focused language development program than in the past. In 1992, overall funding for the Language Institute programs dropped 38 percent. Certain activities were discontinued and the staff began making a concerted effort to minimize costs while enhancing efficiency. By centralizing administrative and support services, as well as by combining components of the program, the number of staff was reduced by 40 percent. It was hoped that these cutbacks, along with the development of new program areas and staff skills, would ensure that the Language Institute could continue to operate and provide essential

educational services for Afghan refugees in 1993. And in fact, the demand for English instruction at the Language Institute and through the outreach classes had not abated: nearly 5,300 students were enrolled in courses supported or assisted by the program during the first six months of 1993.

Additional budget constraints in 1993 however, prevented the program from carrying out activities in many program areas. Finally, toward the end of the second quarter, with the landlord requesting the return of his premises by the 1st of June 1993, IRC decided to suspend the program. This was done with the intention of examining all options available for continuing to support either directly or indirectly the study of the English language by Afghans. Since suspension of the program, a majority of the former program staff members and many advanced-level students have joined or established successful private English language institutes themselves.

The following section provides details concerning each of the three components offered at the Language Institute during 1993.

*** On-Campus Classes and Curriculum Development:** At the Language Institute campus in Peshawar, 28 instructors offered English instruction at seven levels: Beginner, levels one through three, intermediate (or level four) and higher-intermediate levels I and II. Students, who had graduated from IRC's outreach programs, or other in-

dividuals who passed a screening exam, could enter directly into the higher-intermediate level I course.

The Language Institute also provided English instruction for NGOs, hospitals, universities, and other organizations. The instruction typically occurred on the premises of the contracting organization and was tailored to the particular needs of each.

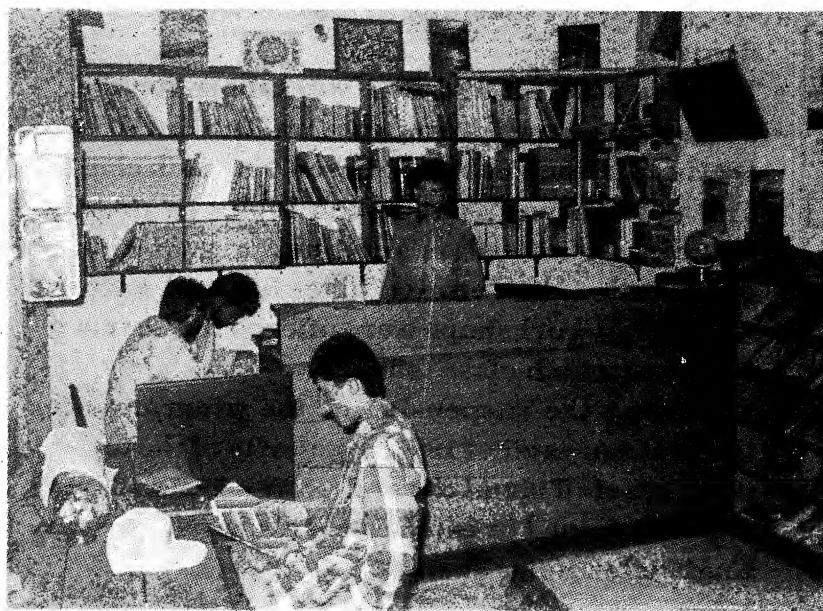
As well as offering English instruction, the Language Institute staff developed new tests, quizzes and exams each term and carried out continuing revisions of the grammar, reading and writing textbooks, listening materials, teacher's guides and instructional materials for the higher-level courses. During the first semester, revisions continued to be made to the reading books and new conversational exercises were added to the listening texts.

*** Lower-Level Outreach Classes:** This component of the Language Institute was started in 1987 in order to reduce overload on the courses offered directly by the institute and to

move towards more community-based programming. Through the outreach program, the Language Institute assisted community-based Afghan organizations to developing, managing and providing lower and intermediate-level English classes to Afghan refugees living in urban and camp areas in Pakistan. The program provided teacher training, supervision, textbooks and teaching materials for the community-based language instruction.

*** Training and Monitoring Activities:** The Language Institute also conducted extensive teacher-training activities for the on-campus instructors as well as those who taught in the urban and camp-based outreach programs. All training activities were coordinated by a training manager who worked with a team of two teacher trainers to conduct pedagogical and subject-matter training sessions for all teachers. Furthermore, the institute managers and training staff visited on-campus and outreach classes on a regular basis to monitor the quality of the instruction and check class enrollment. ■

Along with many other former IRC outreach programs, the language Center has continued to offer a wide range of English courses and has established a new library / resource center.



I N C O M E G E N E R A T I O N

• Self-Reliance Program



A refugee boy participates in the Self-Reliance Program's Gabion Weaving Project. SRP trains refugees to weave these wire mesh panels, several of which are assembled to form a cubic-meter cage that is filled with stones and used to form dikes or other erosion control barriers.



SELF-RELIANCE PROGRAM



Established in 1985, the goal of IRC's Self-Reliance Program (SRP) is to create employment, income and vocational training for Afghan refugees residing in Kohat, Banu, Orakzai, Waziristan, Kurram and Peshawar. Special attention is focused on those who are orphaned, disabled and widowed. At the start of 1993, the program was managing projects in the following sectors: • Construction/maintenance • Handicrafts • Credit schemes related to small business creation • Multi-purpose workshop (metal, wood, plastic, concrete and gabion) • Auto repair shop • Agriculture • Printing Press. During the year, three projects were completely or partially-funded by UNHCR (construction and water supply, credit scheme, handicrafts) and the others were self-financed.

The Construction, Maintenance, and Water Supply Program

The construction project provides income-generating and training opportunities for Afghan refugees in the construction and maintenance of community facilities and infrastructures like schools and basic health units (BHUs) in refugee camps. Each year, at least 500 skilled and unskilled laborers are employed in maintenance projects in refugee villages located in Kohat, Bannu, North Waziristan, Kurram and Orakzai. Entirely funded by UNHCR, the program maintains close liaison with UNHCR staff, who help in identifying work sites and who regularly visit the construction/maintenance projects to monitor progress and consult with concerned government officials. SRP implements the water supply activities for approximately 180,000 refugees in 13 Hangu-Thal camps in collaboration with the Hangu Medical Program's Sanitation Program. Refer to the section titled Medical Services, Primary Health Care Services, for details of these activities.

Handicrafts

The handicrafts production project, initiated in 1985, provided income-generating opportunities to over 600 refugee women by adapting and promot-

ing traditional female crafts. In seven camps, the women embroidered swatches of cloth which

were then incorporated into clothing, pillow cases, bags, etc. There were two handicraft shops

1993 HIGHLIGHTS

- The Construction Program carried out a total of 72 maintenance projects including 36 on schools, 22 on geodesic domes for BHUs, and three on other BHUs. A total of 795 skilled and unskilled refugee laborers assisted with the projects.
- The Credit Scheme Program offered goat, poultry and sewing machine loans to 321 vulnerable women; distributed carpet and cushion covering materials to 116 male and female weavers; gave loans and start-up kits to support 22 new businesses; provided apprenticeships to 49 orphaned boys in various skills; and for the first time, trained 78 needy women and disabled men in seven 3-month tailoring training sessions.
- Prior to the closure of the program in the fall, the Handicrafts Program made payments totaling Rs.146,952 to 631 women and generated Rs.327,424 from the sale of their embroidered articles.
- The Multi-Purpose Workshop employed 17 skilled Afghans and trained one orphan in wood and metal construction. Additionally, 1,100 refugees, including approximately 900 disabled, obtained jobs in gabion construction.
- Keeping 138 refugees employed, the printing press printed approximately 2.3 million textbooks for grades one through nine for the USAID supported education program for Afghanistan.

An Afghan widow milks the goat that she financed through the Self-Reliance Program's Credit Scheme project. Selling of milk or the goat's offspring repays the annual loans.

where items were sold: one in Peshawar and one in Hangu. In addition to receiving income for their work, the women received training so that they could produce items of marketable quality and attractiveness.

Noting the low cost-benefit ratio of Afghan handicraft projects and the potential cultural and logistical constraints inherent in an eventual transfer of such activities to Afghanistan, early in 1993 UNHCR informed IRC and other NGOs that funds for such programs would not be available in 1994. With this news, SRP began in February to phase out the Handicrafts Program. In April, the program stopped distributing embroidery materials to the producers, and by the end of September, the showrooms were closed and a majority of the staff were terminated. In order to acknowledge the commitment of the women who had worked with SRP over several years, and to help them establish more sustainable income-generating activities, the program distributed a sewing machine to each of the 640 participants. Throughout the phase-out period, SRP staff worked closely with camp leaders to ensure community understanding and cooperation.

Credit Scheme

The purpose of the credit scheme is to encourage employment and provide training opportunities for 'vulnerable refugees' who have no other source of income. By providing financing, those individuals who wish to engage in business and handicraft ventures in North Waziristan, Kohat and Bannu



are encouraged to do so. Through the credit scheme, orphanboys and disabled men are also provided apprenticeship training in various practical business and trade concerns. Each year, approximately 500 vulnerable refugees participate in the Credit Scheme Program, the components of which are described in greater detail below.

*** Loans for Widows:** Starting in 1990, SRP's Credit Scheme office began offering poultry, tailoring and carpet-weaving loans to Afghan widows and needy women. In 1992 the program initiated a further component, loans of pregnant goats for the same target group, in a continuing effort to find income-generation activities that are both efficient and adaptable to the needs of poor women in the community. These loans are distributed among widows living in Kohat, North Waziristan and Orakzai. To identify women eligible for loans, SRP works in consultation with UNHCR's Social Services department and with community elders. The loans provided include:

• Goat Loans- Raising goats is a traditional job for women and a

better income generator than the handicraft projects. Goats are inexpensive to feed and each goat bears an average of four kids per year. The women usually keep one kid for their families and sell the others. The widows use the goat's milk to make dry yogurt and butter, which they sell or use to supplement their families' diets.

• Poultry Loans- Poultry production is another traditional business for Afghan women, and the poultry loans have achieved considerable success. Forty of the 50 chicks which SRP distributes to each widow are hens, each of which lay approximately 280 eggs per year. The Fayumi or Rhode Island Red chicks which SRP distributes are vaccinated against local diseases and can eat any kind of feed. To further reduce the risk of disease, SRP includes in each loan two drinkers and feeders and two 50 kg. bags of feed. SRP advises the widows to combine chicken feed with other feed during the first three months to provide the young chicks with a hardy diet during the more vulnerable months and to facilitate the eventual transition to a lo-

cal diet. After three months, the pullets start laying, and the women sell the eggs to generate income or use the eggs to supplement their families' diets. Prior to any significant repatriation, SRP collected over 95 percent of its poultry loans. When large-scale repatriation began in 1992, UNHCR made the decision to allow defaults on loans to widows returning to Afghanistan.

• **Tailoring Loans-**

Each widow or disabled woman was provided with a sewing machine. The women sew items for their families and neighbors and teach their daughters how to sew. The women repay their loans of the machine in installments of Rs. 100/month (\$4).

• **Carpet-Weaving Loans-** By providing families with wool and other inputs for carpets and pillow cases, SRP enabled the refugees to use and apply their traditional carpet-making skills. SRP sold these carpets and car-

pet cushion covers at the Handicraft showrooms in Hangu and Peshawar. SRP advised these families to save and invest one-quarter of their wages in new materials and required families to buy their own materials after they produced four carpets. This measure encouraged the producers to work to a budget and with

ghans. The loans, which support the establishment of small businesses, vary in value from Rs.950 to Rs.5,000. Loans commonly include materials and/or tools for tailoring, shoemaking, bicycle repair and embroidery. The tailoring loan includes a sewing machine; the shoemaking and bicycle repair loans, various tools and the embroidery loan involve an embroidery machine and frames.

* **Apprenticeships for Orphaned and Disabled Males:**

Under this component, SRP arranges for orphans and disabled refugees to undergo an apprenticeship with a local master artisan. SRP pays the apprentices Rs.

300 per month (to cover their food and travel costs) and their trainers, Rs. 200. The length of the training program depends on the complexity of the skill taught, but averages nine months. Common apprenticeships include car mechanics, men's haircutting, embroidery, shoe-making, radio repair and carpentry.

Starting in 1993, the program also initiated three-month training programs for tailoring apprentices. During the training, the participants learn to tailor traditional Afghan clothing and are provided with a sewing machine, table, scissors, paper and thread. After passing a final exam and receiving a certificate of graduation, SRP gives each participant a sewing machine, table and scissors.

A graduate from a three-month training program for tailoring apprentices receives his certificate and a sewing machine. In 1993, the SRP graduated 68 women and 10 disabled men from seven training courses.

***Since 1989 SRP has
trained over 1,300 refugees
... the families that have
participated in the project
have earned in total more
than Rs. 1,000,000 ...***

a mind to competition with other producers.

* **The Skilled Artisan Loan Scheme:** Under the Skilled Artisan Loan Scheme, SRP provides loans in the form of start-up kits to vulnerable boys and men, targeting the orphaned and disabled among the poorest Af-



The IRC Printing Press is one of the most successful SRP projects with systems ranging from an antiquated hand-binding process to a state of the art Macintosh computer.

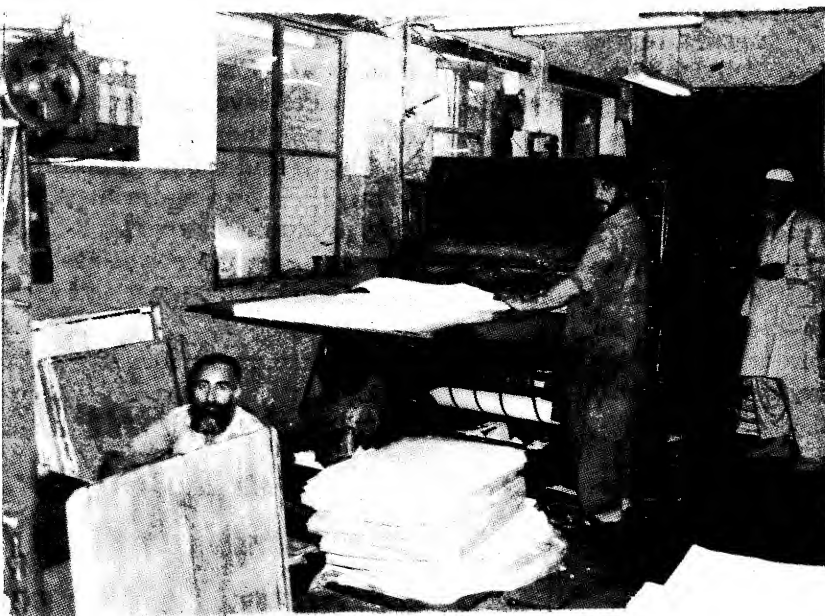
The Multi-Purpose Workshop

The Multi-Purpose Workshop provides income-generating opportunities for skilled artisans and training for orphaned or disabled apprentices through the production of items made of wood, metal, plastic or cement. Items are often commissioned by NGOs providing services in the Northwest Frontier Province or are for direct use by Afghan refugees. Components of the Multi-Purpose Workshop include:

* The Wood and Metal Shop:

The Wood and Metal Shop employs over a dozen skilled Afghans and orphan boys in the production of metal boxes, plastic bottles and cups, furniture and other items. The staff complete orders for various products from different NGO's as well as private sources. Recent customers have included Save the Children/UK, Italian Cooperation for Development, GTZ's Basic Education for Afghan Refugees Program, and the IRC Medical Program.

* **The Gabion Project:** A gabion is a wire mesh panel which can be assembled on-site to form a one-cubic meter cage. The cage is filled with stones and used to form dikes or other erosion control barriers. It is a cost-effective building material that can be used in agriculture projects, dams, dikes and road construction projects. Since 1989 SRP has trained over 1,300 refugees, the majority of whom are disabled, to hand-weave these panels in home compounds. To date,



the families that have participated in the project have earned in total more than Rs. 1,000,000 (\$40,000).

* **Concrete & Slabs:** The concrete portion of the multi-purpose workshop produces a number of different items which are used primarily by SRP's Water Supply Program. The items sold include latrine slabs as well as covers, posts, rings and top rings for wells.

Autoshop

The Autoshop provides maintenance for Hangu-based IRC vehicles as well as private vehicles. Nine regular staff and four senior and mid-level apprentices work on various servicing jobs as well as minor and major repairs. The program also coordinates the water tanker services, which are funded by the UNHCR and are provided in camps where water is in short supply.

Agriculture

The agriculture division has promoted disease-resistant poultry-

stock populations in the Kohat and Thal areas, by operating a layer and a broiler farm. At the layer farm, Fayumi and Rhode Island Red chicks were bred and sold after they reach the age of two months. Given the difficulty in generating a substantial profit through the sale of layers, this portion of the program was closed at the end of 1993. The broiler farm, which breeds Hubbard chicks for sale to refugees wishing to raise them in their homes, has been more profitable and will be continued into 1994. In recent years, SRP has sold an average of 25,000 broiler chicks on an annual basis.

The Printing Press

The IRC Printing Press was established in 1985 and provides employment for 138 refugees. By far the largest undertaking at SRP, the press provides a wide range of services including desktop publishing, printing and binding to USAID, NGOs, UN agencies and local Pakistani customers. Publications are prepared in Dari, English, Arabic, Urdu and Pushto. ■

C R O S S B O R D E R

- Rehabilitation Program for Afghanistan
- Rural Assistance Program



Staff from IRC's Rehabilitation Program for Afghanistan (RPA) prepare to administer vaccines to children in eastern Paktia province. By the end of 1993, RPA's mobile vaccinators were providing immunization services in 31 districts of two eastern provinces in Afghanistan and had fully vaccinated over 16,000 children under age two and nearly 36,000 females aged five to 45.

REHABILITATION PROGRAM FOR AFGHANISTAN

In 1988 IRC established the Rehabilitation Program for Afghanistan (RPA) in anticipation of large-scale repatriation following the proposed Soviet withdrawal from Afghanistan. However, it was not until April 1992, with the fall of the communist government in Kabul, that refugees in large numbers felt it safe to return. RPA's strategy during this time evolved from providing cross-border, short-term relief services necessary to support a large returning population, to more sustainable approaches which stress community involvement and facilitate the gradual return of refugees.

To this end, RPA provides support to communities in developing diversified agriculture and horticulture, in rehabilitating irrigation systems, in improving health conditions, and in supporting newly-established schools. To ensure that real needs are met, RPA requires that communities make in-kind or financial contributions to all activities, for example, in the form of labor, purchase of subsidized commodities, support for teachers, construction of chicken houses, etc.. RPA resources are shifted to areas within its target provinces of Paktia, Paktika and Logar where immediate assistance for returning refugees is most needed, while retaining some support to areas where investment has been made in the past. In early 1993, UNHCR estimated over 80 percent of refugees had returned to districts of eastern Paktia, a highly-populated and once major crop-producing area of Afghanistan. In order to assist these refugees in their return, RPA targeted much-needed assistance to this area during the first half of the year. While activities have continued in eastern Paktia to consolidate past work, RPA is now focusing on western Paktia and Logar where little repatriation has occurred.

AGRICULTURE AND IRRIGATION

*** Model Farms:** The economies of the three provinces which RPA assists depend almost completely on agricultural production. RPA's

goal is to contribute to revitalizing these rural economies by developing diversified agricultural enterprises which improve food security and farmers' income. Twenty RPA demonstration centers or model farms in 16 districts

serve as training centers and as sources of improved agricultural inputs for local farmers. Proven higher-yielding agricultural and horticultural varieties (cereals, fruit and nut trees, vegetables, pulses) are demonstrated and pro-

1993 HIGHLIGHTS

- **Farmers Assisted:** A total of over 9,000 farmers provided with training and/or agricultural assistance.
- **Improved Seed:** 46 tons of improved wheat seed and fertiliser distributed to 546 farmers. The yield of this seed is at least 50% higher than local types.
- **Orchards:** Over 18,000 fruit tree saplings supplied to 322 farmers for the re-establishment of orchards.
- **Poultry:** 41 farmers supplied with over 2,000 poultry breeding stock.
- **Forestry:** 91,000 forest tree saplings provided to more than 1,000 families for planting around house compounds and farms.
- **Vegetables:** 230 farmers grew 22 hectares of vegetables with seed from RPA.
- **Beekeeping:** This new project set up 66 key farmers with 458 bee colonies.
- **Fish Farming:** Another new project to introduce an alternative source of protein into the diet. Two pilot fish farms were started in Khost.
- **Irrigation:** With RPA technical assistance, villagers restored water supplies to 5,900 hectares of land, benefitting over 5,000 families.



A farmer in Paktia province, who received agricultural training and input from RPA, examines his newly established bee colonies. RPA provided agricultural assistance to over 9,000 farmers in Afghanistan.

duced for distribution, and improved poultry breeding stocks are maintained, with chicks and eggs sold to farmers. RPA farms demonstrate honey production and sell bee colonies to farmers. Forestry tree saplings are also grown for distribution to farmers and the general community. At the same time, RPA's farms demonstrate improved agricultural practices, such as fertiliser use, crop protection, irrigation, intercropping, spacing techniques, etc.. RPA's extensionists in each district provide training to farmers interested in learning these new techniques and trying out the improved inputs. Key farmers are then selected for each activity to receive further technical guidance along with a start-up package such as poultry stock or improved seed at a subsidised rate. In return, the key farmers must make some significant contribution to the activity, for example, construct a chicken house or fish pond. In addition these farmers agree to pass on information and outputs such as improved seed or fertilised eggs which they produce as a result of RPA's assistance package. In this way key farmers form a vital, natural and sustainable link

in RPA's extension program, a system which emulates the customary process of exchanging agricultural information and resources in Afghanistan.

*** Toward Privatization:** In order to ensure a sustainable supply of improved agricultural inputs such as fruit trees beyond the life of RPA in Afghanistan, all the well-established production activities at RPA's model farms have been identified for transfer to private farmers. Initially, this involves identifying those farmers with both the financial resources and interest to enable them to make a significant commitment to the large-scale production and sale of high quality agricultural inputs. Privatization began in 1993 with the establishment of four farmers in large-scale seed production enterprises to facilitate the long-term supply of high quality seed in RPA's target areas. Each farmer has received improved seed and training in seed production techniques, and at harvest will be assisted with seed cleaning and marketing. Transfer of fruit tree production also began with 20 farmers establishing commercial nurseries planted with stone fruit seed

supplied by RPA. Seedlings will be grafted with improved varieties in 1994, and should be suitable for sale from 1995 onwards. Further activities to be explored for transfer to farmers in 1994 include chick hatcheries and fertilised egg production, vegetable and pulse seed production, and crop protection. In subsequent years efforts will be made to ensure that the more recent activities such as fisheries and beekeeping will also be self-sustaining.

*** Transfer of Farm Animal Vaccination Program:** 1993 also saw the transfer of RPA's Farm Animal Vaccination (FAV) program, to the German Afghan Foundation (GAF) and the Dutch Committee for Afghanistan (DCA). During two years of successful operation, RPA established eight veterinary clinics; seven in Paktia and one in Logar. Staff from these centers trained basic veterinary workers (BVWs) from 10 districts to provide veterinary extension services to Afghan farmers at subsidized rates while retaining a percentage of sales as an incentive. From June 1991 to June 1993, when RPA transferred its FAV program, RPA's veterinary staff and locally trained BVW's vaccinated 567,500 livestock and poultry, dewormed 315,496, and provided examination and treatment services to a further 183,767. The transfer of RPA's program will ensure the integration of these essential services with veterinary activities already implemented by GAF and DCA in Paktia and Logar provinces.

*** Irrigation:** In areas where RPA's agriculture program is assisting farmers in improving and

Special Interest

Rehabilitation in Eastern Paktia

RPA provided substantial assistance to eastern Paktia in 1993 in support of the UN Food and Agricultural Organization's strategy to rehabilitate the Khost valley, once a major wheat-producing area in Afghanistan and home to thousands of refugees in camps served by IRC in Pakistan. Engineers constructed flood protection structures at a number of sites cleaned by RPA for FAO in 1992, and also surveyed karezes and canals for rudimentary cleaning.



Alidaya canal in Eastern Paktia: a culvert and road crossing were constructed using gabions to prevent continued damage to the canal from flood water. The canal is seen leading under the newly constructed culvert, over which flood waters are flowing. Prior to this project, the banks of the canal were washed away each year following spring rains and melting snow. Alidaya canal irrigates 250 hectares of arable land in the Khost basin.

A 1992 survey of the districts of Khost, Mandozai, Alisher and Yaqubi in eastern Paktia estimated that forty percent of the area's 22,600 hectares of irrigated agricultural land had been abandoned.¹ During the year, RPA cleaned 11 canals and karezes in these districts, capable of irrigating 2,810 hectares of the abandoned land. Based on average wheat yields for the area of 1.5 MT/hectare in 1990,² the land which is being re-irrigated with assistance from RPA could produce 3,765 MT of wheat, enough to feed over 21,000 people (200 kg/person/year). Moreover, according to FAO, yields from the improved wheat varieties currently being distributed by RPA's agriculture program in the area average 2.5 MT per hectare, considerably higher than local types.■

diversifying food production, RPA's engineering section is providing complementary support to clean and repair irrigation systems damaged or neglected during the years of conflict. RPA's engineers along with community representatives select canals and karezes (underground channels brought to the surface via man-made tunnels) for repair to re-establish water supplies for agricultural land. While RPA provides technical guidance and some financial support, the community contributes 40 percent of the cost of work in the form of labor and local materials.

PUBLIC HEALTH PROGRAM

Fourteen years of conflict have devastated Afghanistan's health infrastructure and left many areas with minimal medical services. Even before the war, emphasis was placed on curative programs with low levels of government and community involvement in water supply, sanitation and health education schemes outside of urban areas. In the refugee camps of Pakistan, agencies including IRC have sought to promote preventive health care and health awareness alongside curative services. RPA seeks to build upon this strategy, augmenting the health knowledge acquired by refugees during their time in the camps, by implementing a preventive health care program in rural Afghanistan that aims to reduce the risks of communicable disease in areas with limited medical services. Current estimates are that only 29 percent of the population has access to health services in rural areas of Afghanistan, and only 17 percent of the rural population has access to safe water.³ The high child mortality rate of 292 deaths per 1,000 children under five years old in Afghanistan⁴ is attributed to the

1993 HIGHLIGHTS

- Over 5,000 families in Paktia, Paktika and Logar now have access to clean drinking water following the completion of 31 water supply systems in 1993.
- RPA sanitarians motivated 159 families in Paktia to each construct a double-vault surface latrine in their compounds or in their fields.
- Following a request from UNHCR to implement malaria control activities in eastern Paktia where malaria is endemic, RPA's sanitarians delivered health messages covering malaria transmission and self-protection methods to 21,000 people in the area and also provided treated mosquito nets.
- RPA now provides immunization services in all 31 districts of Paktia and Logar provinces under UNICEF coordination. By the end of the year, EPI staff had fully vaccinated 16,116 children under two, and 35,958 females aged five to 45. Their achievements represent 102 and 134 percent, respectively, of targets set by UNICEF for RPA.
- RPA introduced a new campaign to provide vitamin A to children to help protect against acute respiratory diseases, and against xerophthalmia ("dry eye") which can lead to blindness. A total of 16,277 children were given the vitamin.

prevalence of infectious and communicable diseases, such as diarrhoeal disease, measles, malaria, etc.. Such diseases are preventable through the health education, immunization, and improved drinking water supply and sanitation programs that RPA implements in rural communities.

Under UNICEF coordination, RPA's EPI program sends mobile teams to Paktia and Logar provinces of Afghanistan to vaccinate children against tetanus, tuberculosis, diphtheria, pertussis, poliomyelitis and measles, and older females against tetanus to protect infants from neonatal tetanus at birth. In the same areas, RPA is currently providing technical and material assistance in constructing gravity-flow water supply systems

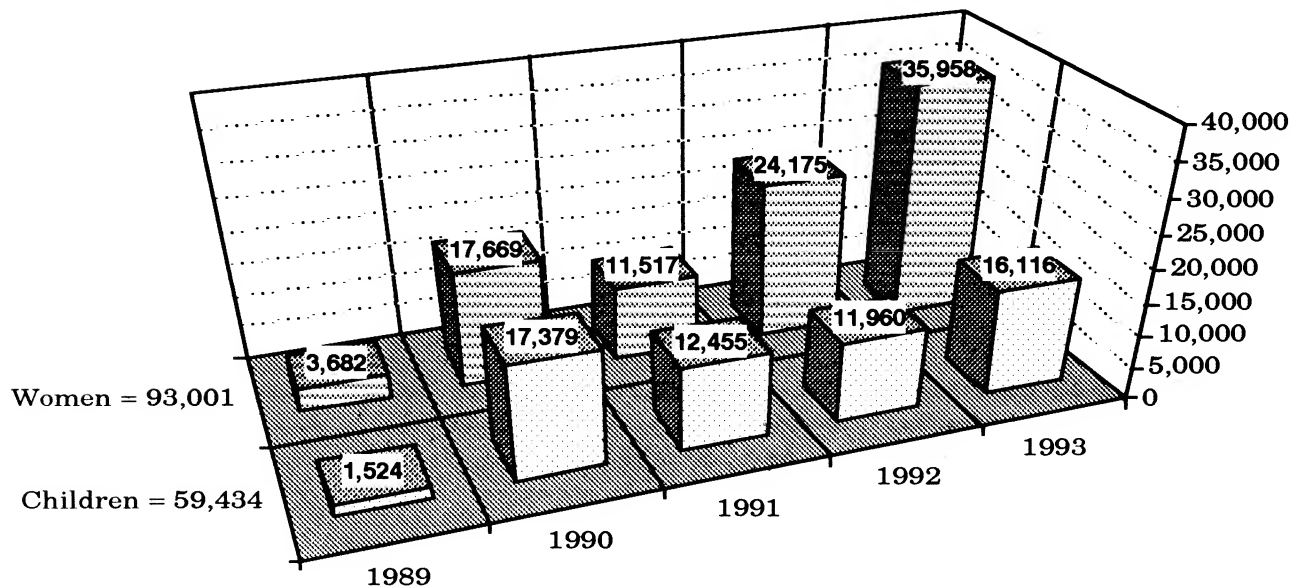
which contain and divert water from a clean source to standposts or centralized small stone reservoirs. RPA also works with community representatives to identify water sources (springs or karezes) with sufficient discharge to benefit most residents in a particular area.

To help improve sanitary conditions in rural areas, RPA has built a number of demonstration latrines in visible locations, such as RPA model farms and veterinary clinics, and has assisted individual families in constructing private latrines to manage hu-

Villagers construct the walls of a double-vaulted surface latrine in their family compound. RPA motivated 159 families in Paktia to construct latrines and provided them with technical assistance and concrete slabs.



**Rehabilitation Program for Afghanistan
Expanded Program on Immunization
Fully Immunized Women & Children 1989-1993
(Total = 152,435)**



man waste disposal. These double-vault surface latrines are suitable for rocky soils that impede the digging of pit latrines. After nine months, the decomposed

waste is safe for use as fertilizer, a traditional practice in areas where RPA operates. RPA supports local manufacturing by contracting craftsmen in Afghanistan

to construct the latrine slabs. Individual families then build the mud-brick latrines under the supervision of RPA sanitarians. ■



(left) RPA's Water Supply Program staff install sections of pipe between the filter tank and the reservoir, with the assistance of members of the community. (Please refer to Special Interest story on page 60.)

(right) Using a flipchart as a visual aid, an RPA sanitarian delivers a health message to members of the community who share this particular communal tap. (Please refer to Special Interest story on page 60.)



Combining Community Development, Technical Assistance and Health Education

Bringing Communities Together

While only one example of the community development efforts made on behalf of many of IRC's technical staff, the story of the village of Zamber in Khost province is nevertheless one worth telling. Prior to the war, several efforts had been made on behalf of various government agencies and programs to solve the water supply problem that caused women from some of the twelve hamlets to walk between three and four kilometers several times a day to fetch water. In many cases, the drinking water was not only far but also contaminated by livestock or washing activities or by being diverted to standing ponds. The traditional underground water channel or karez had been cement-lined at the outlet to prevent contamination in anticipation of a water supply system being installed. However, until recently members of the community could not agree on a fair system of distributing drinking water originating from this irrigation channel, despite the fact that they are all from the same tribe. Then staff with IRC's water supply program visited the community. After learning of the situation, RPA took on the task of bringing these groups together to identify a fair solution. After three weeks of discussion, not only did they agree on this issue, but the community elders praised the success of this collaboration as a precedent that will ensure further cooperation

among the residents of Zamber on future community projects as well.

Engineering Support

The initial phase of the project involved the construction of a filter tank just before the point where the water surfaces from the underground karez. Placing the filter tank before the karez outlet ensures that the water is not contaminated. The next step was to install a water-pipe system leading to 12 different hamlets, with a total of 17



(top) Community elders, maliks (religious leaders) and a member of RPA's Water Supply Program meet to discuss plans for fair distribution of water from the village karez, the traditional underground water channel.

standposts or communal taps. This was the first time for RPA engineers to design and implement a large-scale water supply system using standposts. Community participation in the project included the provision of 100 unskilled laborers, two assistant masons and a paid village supervisor for 25 days, plus stone, gravel, sand, and tools for excavation and backfilling. As a result of the new system, 524 families were provided with clean water within a few hundred meters of their homes.

Health Education

At the heart of RPA's public health program lies its health education activities designed to motivate and support communities in making the links between behavior and health, and in determining ways to improve their lives. RPA helps communities to upgrade health conditions by installing water supply systems and latrines, but these in themselves, do not necessarily result in a more hygienic environment

or in a reduction in disease. Villagers must use these new facilities, use them properly, and change their hygiene habits to maximize the health benefits. It is these behavioral aspects that RPA's sanitarians seek to address in providing health education on water-borne and vector-borne disease transmission and prevention at sites where RPA is constructing latrines and water supply systems. For example, during the completion of the Zamber wa-

ter supply project, RPA sanitarians conducted health education messages for families sharing each of the communal taps. Messages cover such topics as disease prevention; the relationship between a sanitary environment, clean water and health; personal and household hygiene; environmental, household and human waste disposal; and construction and maintenance of latrines and clean water supply systems. ■



RURAL ASSISTANCE PROGRAM



In July 1988, the United States Agency for International Development (USAID) and the International Rescue Committee (IRC) entered into a cooperative agreement establishing the Rural Assistance Program (RAP). Pursuant to that agreement, IRC/RAP began to administer subgrants awarded to non-governmental organizations (NGOs) implementing relief and rehabilitation projects in parts of Afghanistan most severely affected by war. Initially comprising proposal review and evaluation, grant administration and financial, administrative and technical oversight, RAP's programmatic purview has been enlarged to include the institutional development of its implementing partners.

During RAP's early stages, widespread political instability and a series of natural disasters in Afghanistan prompted the delivery of emergency relief assistance to affected areas. Between 1988 and 1990, half of the grants awarded supported emergency and/or survival assistance, much of that in the form of food aid. As zones of relative tranquility began to appear and projects of a more sustainable nature became possible, restoring Afghanistan's rural economies became the focus of RAP's funding strategy. This approach was intended to not only assist those who had chosen to remain in Afghanistan during the many years of war, but to also create favorable conditions for the return of at least a portion of the estimated five million Afghan refugees who had taken asylum in Pakistan and Iran. Since 1991, over 95 percent of the grants awarded by RAP have supported rural rehabilitation projects. While RAP continues to recognize the importance of ameliorating immediate suffering brought on by civil strife and natural catastrophes and may have a role in future relief efforts, the defining purpose of the program is to assist Afghans in restoring their economic and social infrastructures to pre-war conditions.

The year 1993 was marked by the end of RAP's partnership with USAID and the beginning of new, formalized relations with the United Nations High Commission for Refugees (UNHCR) and Stichting Vluchteling (SV), a Dutch donor organization. Additionally, near the end of the year, the foundation was laid for RAP to implement a two-year European Community (EC) grant in cooperation with Stichting Vluchteling. Financial support from these new donors has been accompanied by significant programmatic changes. RAP's funding strategy now encompasses assistance across multiple project sectors. With UNHCR and SV funding in 1993, RAP expanded its support into education and financing project activities such as water supply, disease immunization, malaria diagnosis and treatment, and primary and secondary education.

As Afghanistan is a predominantly agrarian society, efforts to resuscitate its shattered economy must address the needs of small-scale farmers. Prior to the more recent funding arrangements, RAP's grants had been targeted primarily at Afghanistan's agricultural sector. Although funding for agricultural rehabilitation, including irrigation projects, is likely to be reduced in the future, RAP remains committed to increasing the country's food-producing capacity. Almost 85 percent of RAP funding awarded during 1993 supported project activities within the agricultural sector. These activities have included irrigation rehabilitation, seed and fertilizer distribution, seed multiplication, horticultural development, farm traction and agricultural extension. Such activities increase agricultural production levels, benefitting entire communities, as well as raising farming families' incomes. Other RAP-funded project activities carried out during 1993 included farm machinery repair, road repair, and handicraft production as a means of income generation for women.

RAP has increasingly sought to promote the sustainability of the projects it funds. Through its support for Afghan NGOs, RAP fosters the development of indigenous institutions capable of establishing long-term working relationships with rural communities in Afghanistan. While Afghan NGOs once made up only a portion of the program's grantee portfolio, today virtually all of RAP's implementing partners are indigenous organizations.

In 1993, RAP awarded 15 grants, totalling \$826,885 in program funding. The projects supported with these grants have been implemented in four sectors by eight NGOs working in 11 provinces of Afghanistan. Since its inception, RAP has awarded 107 grants, amounting to \$16,048,293 in program funding. These grants have supported the rehabilitation activities of 25 international and indigenous organizations working in 25 of Afghanistan's 30 provinces.

Consultant Bureau for Reconstruction (CBR), an Afghan NGO working in several provinces of Afghanistan, implemented this irrigation rehabilitation project in Parwan province.
(Photo courtesy of CBR)

GRANT OVERSIGHT AND NGO SUPPORT

RAP has five departments to oversee grants and upgrade the administrative and technical capacities of implementing organizations. The functions of these departments are to provide guidance in project design, report on project performance, monitor project field sites, ensure fiscal accountability, and provide program management training for NGO staff. Coordination among these departments allows RAP to provide oversight and support throughout the project cycle.

*** Proposal Review and Evaluation:** This department assists NGOs in developing viable project concepts, precise



work plans and coherent, well-formatted project proposals. RAP staff meet frequently with NGO managers, engineers, agronomists, educators and health professionals. The RAP proposal review process includes conceptual, technical and financial components intended to enhance project performance,

evaluation, and accountability. Once an NGO has submitted a proposal, RAP's rigorous technical review ensures that project objectives, activities and indicators are clear, that calculations are correct, and that labor requirements and project costs are consistent with established norms. RAP continues to pro-

1993 HIGHLIGHTS

- **Funding opportunities expanded considerably in 1993 with additional donor support from the United Nations High Commission for Refugees (UNHCR) and Stichting Vluchteling (SV). Additionally, RAP finalized an agreement with SV and the European Community (EC) calling for program support through 1995.**
- **Fifteen projects were funded with grants totalling \$826,885. The projects supported by these grants were implemented by eight NGOs working in 11 provinces of Afghanistan.**
- **To date, rural assistance project benefits recorded: 149,234 hectares of land brought under irrigation; 2,435 hectares of land planted with improved seed; and 129,153 fruit seedlings distributed.**
- **RAP continued to target indigenous institutions as grant recipients. All but one of RAP's grantees receiving project funding during the year were Afghan NGOs.**
- **RAP's Training Unit graduated 179 individual Afghan staff members of 36 NGOs from training seminars held in Pakistan and Afghanistan. Training events were implemented for Afghan NGO field staff in Wardak and Khost provinces.**

vide technical support to its implementing partners even after activities have begun. The department helps RAP's field monitors prepare for visits to field sites by establishing specific, project-related mission objectives and by assisting in the preparation of data collection instruments.

*** Reporting:** This department reviews project progress reports, comparing original objectives with actual achievements, verifying data, and following up on outstanding issues, and then prepares narrative reports to RAP's donors. Grantee organizations are provided with guidance in report preparation. The department serves as a liaison among RAP's offices, facilitating project evaluation based on NGOs' narrative reports and RAP's monitoring and audit reports. Additionally, the department maintains a database of

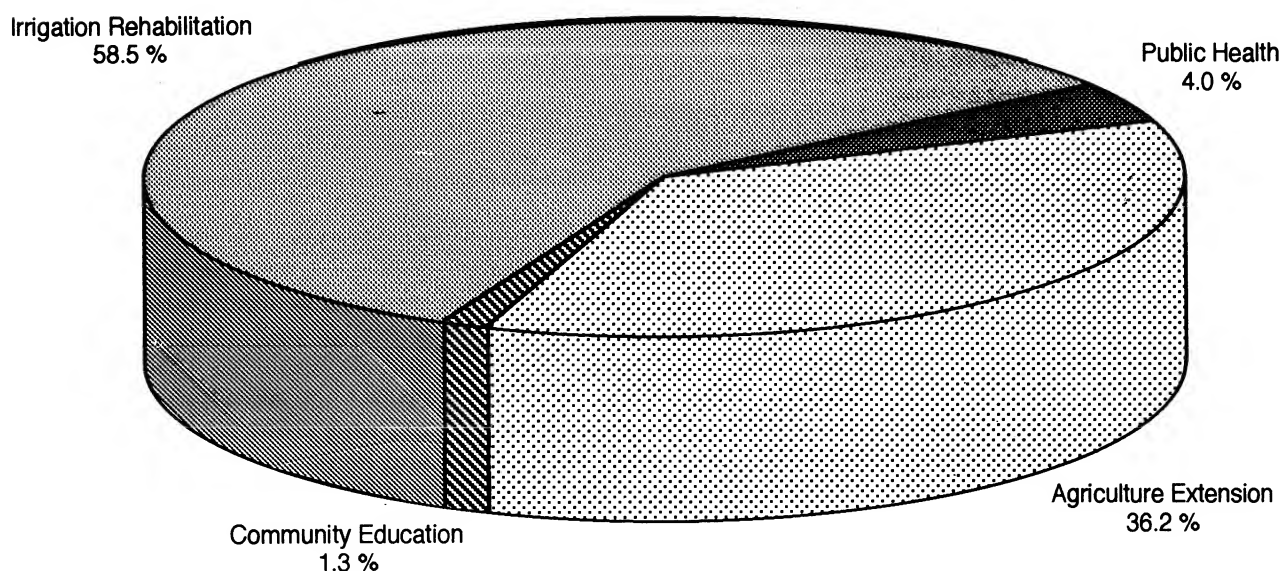
information about RAP-funded activities.

*** Monitoring:** This department provides on-site inspection of RAP-funded projects. Using guidelines developed in collaboration with the Proposal Review department, RAP monitors verify the accuracy of proposed data, assess project progress, review administrative and financial documentation, and gather relevant information from community members. Periodically, RAP monitors visit field sites prior to proposal approval and/or project implementation to assess feasibility and verify the need for proposed activities. RAP's monitors act primarily as data collectors, and monitoring missions are undertaken with the full consent and cooperation of grantees. To date, RAP's field monitors have monitored 54 RAP-funded projects during 35 separate missions to 16 provinces of Afghanistan.

*** Internal Auditing:** This department oversees the fiscal management of projects through multiple audits and the review of financial reports submitted by grantees. RAP staff also assist NGOs with internal accounting and financial management procedures, conduct periodic workshops for NGO accountants, review budget proposals and develop instructional materials for grantees. Frequent audits help grantees identify and correct financial irregularities and establish appropriate fiscal guidelines. To date, RAP's internal auditors have audited 99 grants to 24 NGOs.

*** Training:** As RAP has evolved, greater emphasis has been placed on the institutional development of Afghan NGOs through program management training. With the formation of the Training Unit in 1991, RAP began providing opportunities

Rural Assistance Program 1993 Sector Funding



A farmer from Balkh province broadcasts improved corn seed as part of a seed multiplication project implemented by Pamir Reconstruction Bureau (PRB) and funded by IRC's Rural Assistance Program (RAP). Of the nearly \$827,000 in funds awarded by RAP in 1993, almost 95 percent supported agriculture projects.

(Photo courtesy of PRB)



for NGO field staff to acquire the skills necessary to plan, coordinate and control their project activities. The Training Unit is the only RAP department of which the sole function is to build the institutional capacities of NGOs. The Training Unit designs and conducts courses in administration and management, field accounting, data collection, report writing, record keeping, community participation, and training methodology. Courses have been offered in Pakistan and Afghanistan. During 1993, the Training Unit trained 179 individual Afghan staff members of 36 NGOs. The year's activities included four training events: one eleven-week program in Quetta, Pakistan; one six-week program in Peshawar, Pakistan; one nine-week program in Sayed Abad, Afghanistan; and one four-week program in Khost, Afghanistan. Since the RAP Training Unit's inception, 334 NGO staff members have participated in a total of 4,982 man-days of training.

MEDICAL CO-FINANCING PROGRAM

IRC's Medical Co-Financing Program provides funding to NGOs implementing health projects for Afghans. The program began in 1989 with a budget of \$1,135,000.

Since that time the total cumulative budget has risen to \$3,323,472. Historically, IRC has provided funds for both Pakistan and Afghanistan-based projects, which have supported curative services, training for mid-level health workers, and rehabilitation programs for the disabled.

The Medical Co-Financing Program is administered through the Rural Assistance Program (RAP). RAP staff work closely with potential grantees to develop project ideas and proposals. IRC has responsibility for the technical review of all proposals, while final authority for approval or refusal of grant funds is shared jointly by IRC and USAID. Once a grant has been awarded, RAP staff conduct routine financial audits, field monitoring and project evaluations.

In response to unfolding events in Afghanistan and to the expected refugee repatriation, IRC and USAID worked together to establish new priorities for the Medical Co-Financing Program for 1993. The new program objectives reflected a shift away from emergency medical assistance for refugees and Pakistan-based projects. Instead, the program has targeted reconstruction efforts in Afghanistan for its assistance and support.

In 1993, IRC provided financial assistance to three Afghan NGOs. A total of \$54,434 was awarded to organizations implementing projects in Pakistan and Afghanistan. Sub-grantee project activities include: maternal and child clinical services and home visiting, construction and fitting of prosthetic devices, rehabilitative bicycle training and education for amputees. ■

HANGU MEDICAL PROGRAM APPENDIX

Tables A: Refugee Women Participants in 1993 Health Education Activities

ANTENATAL & POSTNATAL CARE FOR PREGNANT WOMEN:	Total
Sessions in BHUs	2,570
Participants	14,947
NUTRITION EDUCATION FOR MOTHERS OF MALNOURISHED CHILDREN:	
Sessions in BHUs	599
Participants	13,238
PREVENTIVE HEALTH CARE FOR MOTHERS OF CHILDREN < 5:	
Sessions in BHUs	13,082
Participants	86,022
REFRESHER COURSES FOR FHWs:	
Courses in refugee homes	179
Participants	667

Table B: Maternal/Child Health Care Activities During 1993

ANTENATAL:	Total
Total visits	13,069
Primigravida	646
Referred to doctors	1,395
Pregnancy toxemia	31
Abortion	15
Stillbirth	26
POSTNATAL:	
Total visits	2,407
MALNOURISHED CHILDREN:	
Total Malnourished Children	4,272
Third degree	123
Second degree	355
Observation cases	3,262
No. of feedings	26,868
CHILD WEIGHT PROGRESS:	
Gain	2,296
Loss	660
Maintained	495
Visits to homes of children with 3° malnutrition	228
UNDER-FIVE CLINIC:	
Total Under 5 years	13,138
Under one year	6,153
1-4 years	416
New Registration	6,569
Total visits	139,101
ORT CASES OF DIARRHOEA IN CHILDREN < 5 YEARS OLD:	
Total treated in ORT section of BHU	13,398
Simple	11,964
Chronic	932
Dysentery	502
Total Diarrhoeal Diseases	15,158
No. of dehydrated cases	42
REFERRALS BY FHWS:	
Pregnant women	10,632
Children < 5 years	35,738
TOTAL REPORTED BIRTHS:	7,448
Births assisted by FHWs	4,034
LHVs HOME VISITS:	
For home delivery	48

HANGU MEDICAL PROGRAM APPENDIX (continued)

Table C: 1993 Community Health Worker (CHW) Activities

CHW Program Activities:	Total
Home visits	242,405
CHSs	17
CHWs	530
Visits to CHWs by CHSs	5,003
Cases Treated by CHWs:	
Diarrhea	47,388
Cough	58,824
Fever	75,212
Skin infection	42,783
Total Patients Treated	224,207
Referrals:	
BHUs to CHWs	15,055
CHWs to BHUs	135,014
Motivation for Vaccination ¹	
Bacille, Calmette-Guerin (BCG - tuberculosis vaccine)	10
Polio, diphtheria, pertussis, tetanus (Polio/DPT)	2,949
Measles	1,327
Tetanus Toxoid (TT) vaccine for pregnant women	3,431
Default cases found & vaccinated ²	1,181

Table D: 1993 Expanded Program for Immunization (EPI)

VACCINATION COVERAGE		
Children Under 1 Year and Pregnant Women		
Vaccines	# Vaccinated	Percent Vaccinated by End of the Year
Children Under 1 Year:		
BCG	6,008	96.8%
Polio/DPT-3	5,516	88.8%
Measles	5,373	86.5%
Fully immunized ³	5,179	83.4%
Pregnant Women:		
At least 2 doses of Tetanus Toxoid (TT)	4,468	46.0%

¹On a regular basis, vaccinators at the BHUs prepare lists of children and pregnant women who are due for vaccinations. These are submitted to the EPI supervisor and the CHW Program manager and then to the CHSs and CHWs, who contact the concerned families and encourage them to complete the necessary vaccinations. For the BCG, polio/DPT and measles vaccines, the numbers shown represent children under five years who were vaccinated, in part, as a result of the CHW Program's motivation activities. For the TT vaccine, the same is true for women age 15 to 45.

²Default lists for children under one year who are overdue for vaccinations are prepared on a monthly basis and are submitted to the EPI Supervisor, the CHW Program manager and to the CHSs and CHWs. The number shown here represents the number of children under one year who were vaccinated as a result of these efforts.

³A child who is fully immunized has received one dose of the BCG vaccine (can be given at any time), three doses of the polio/DPT vaccine and one dose of the measles vaccine (given at nine months old). The first dose of the polio/DPT vaccine is given at the same time as the BCG vaccine. The coverage rate for the BCG vaccine is always the highest as it does not require multiple doses or a specific time.

HANGU MEDICAL PROGRAM APPENDIX (continued)

Table E: 1993 Water Supply Program Activities

WATER PROGRAM SUMMARY	Total
Water tanker trips	1,481
Shallow wells maintained	485
Shallow wells chlorinated	1,451
Indus hand pumps maintained	145
Surface tanks maintained	52
Surface tanks chlorinated	212
Polyvinyl chloride pipes laid (ft.)	1,547
Galvanized iron pipes laid (ft.)	204
Springs maintained	24
Stand posts maintained	77
Leakage points repaired	344
Taps replaced	540

Table F: 1993 Sanitation Program Activities

LATRINES MAINTAINED:	Total
Refugee compounds	117
Schools	11
BHUs	33
LATRINES CONSTRUCTED:	
Refugees compounds	38
WASTE DISPOSAL:	
Burned	1,073
Buried	624
Removed	481
STAGNANT PONDS ELIMINATED (control of mosquito breeding sites)	
Filled	456
Drained	574
Treated with Kerosene	392
SURROUNDS CLEANED:	
Shallow wells	1,406
Springs	118
Surface tanks	569
VISITS MADE BY SANITATION INSPECTOR ABOUT MALARIA:	
Total positive PV & PF cases ⁴	11,365
Total PF cases	1,903
Follow up of PF malaria	1,203
Families screened for PF malaria	732

⁴ PV = plasmodium vivax, PF = plasmodium falciparum

HEALTH EDUCATION RESOURCE CENTER PROGRAM APPENDIX

Table A: Health Education Resource Center: Production Activities in 1993

Client	Production Contracts	Flipcharts	Posters	Other	Revenue (Contracts & Resource Library Sales in Rs.)
MCI (Quetta)	3	524	750		268,152
UNDCP	2		16,000	Tablecloths(4)	496,500
MSF (Holland)	3	200	200	Portable stands	199,000
UNICEF (Pakistan)	3	300		TBA Artwork Fieldtesting	225,643
UNICEF (Afghanistan)	4	100	1,100	Measle Vac.Cards(500), Pouch Bags(200), and School Book Covers	68,476
GTZ	1			Logo Design	685
CRAA	1			T-shirts(100)	15,000
LEPCO (Quetta)	NA			Resource Library sales	2,682
Health Unlimited	NA			Resource Library sales	4,674
SCF (USA)	1	210	900		110,900
Mawfaq			4		3,450
Pak-CDP	1	40			6,500
AMIA	3	60	310		24,860
Miscellaneous				Resource Library sales	49,412
Total	22	1,434	19,264		1,475,934

ACCRONYMS USED IN THE ABOVE TABLE:

MCI	Mercy Corps International
UNDCP	United Nations Drug Control Program
MSF	Medecins Sans Frontieres
UNICEF	United Nations International Children's Emergency Fund
GTZ	Afghan-German Technical Training Program
CRAA	Committee for Remote Aid for Afghanistan
LEPCO	Leprosy Control Program
SCF (USA)	Save the Children Fund/United States
Pak-CDP	Pakistan Community Development Program
AMIA	Aides Medicales International Afghan

FEMALE EDUCATION AND TEACHER TRAINING PROGRAM APPENDIX

Table A: School Support Activities¹ in 1993

Support	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	Maximum/Total
Schools Supported	17	17	25	23	23
Classes Supported	126	126	200	270	270
Students Supported	3,602	3,471	7,000	8,400	8,400
Monitoring Visits	102	44	25	130	130
Supplies Distributed					
Books	993	20	2,832	5,033	8,878
Notebooks	2,851	45	7,000	30,334	40,230
Pens	807	53	5,500	20,500	26,860
Tents	10	4	17	50	81
Floor coverings	18	--	40	130	158
Blackboards	17	--	50	100	167
Slates	489	36	580	2,600	3,705
Chalk (boxes)	24	--	200	--	224
Slate pens (boxes)	21	--	58	100	179
Paper (reams)	6	23	30	150	209
Rulers	75	--	--	--	75
Geometry boxes	218	--	330	5,000	5,548
Pencils	--	--	500	--	500

Table B: 1993 Teacher Training Activities

Type of Training	Duration	Seminars/ Workshops	Sections	Teachers Trained
TECHNIQUE TRAINING				
Technique Seminar	24 days	4	6	172
Technique Mini-Seminar	6 days	4	4	34
Technique Workshop	1 day	6	6	34
SUBJECT MATTER TRAINING				
Social Science Seminar	10 days	1	1	10
School Administration Seminar	10 days	1	1	11
Total		16	18	261

¹ FETT support includes salaries, books, school supplies, tents, floor coverings, rent, and utilities.

FEMALE EDUCATION AND TEACHER TRAINING PROGRAM APPENDIX (continued)

Table C: 1993 Women's English Language Program Enrollment Figures

Term	Fees	Levels	Classes	Teachers	Students Enrolled	Students Completing Term	Level 6 Graduates
Jan - May	Rs.350	Beginner to Level 6	18	4 full-time, 4 part-time	390	324	32
Aug - Nov	Rs.700	Beginner to Level 6	15	3 full-time, 5 part-time	307	276	19
Total participants and graduates:					697	600	51

Table D: 1993 Women's Public Administration Program

Course	Duration	Sessions	Target Enrollment	Enrolled	Graduated
Office Management	4-6 months	3	20	41	37
Typing/Computer	5 months	7	72	116	111
Advanced Computer	6 months	2	60	70	64
Entrepreneurship	2.5 months	2	54	31	20
NGO Intensive Courses	2 weeks	8	60	19	19
Total		22	266	277	251

Table E: 1993 Kodakistan Education Program

Type of Outreach Kodakistan	Families/ Communities Provide	KEP Provides	Current Number Open		Average Daily Attendance (Dec. 1993)
Partially Self-Supporting	<ul style="list-style-type: none">• children's food• monthly materials & supplies	<ul style="list-style-type: none">• teacher & gatekeeper salaries• facility rent• technical assistance	8		325
Primarily Self-Supporting	<ul style="list-style-type: none">• facility• children's security• children's food• monthly materials & supplies	<ul style="list-style-type: none">• teacher salaries• technical assistance	In Homes	5	80
			In School	4	72
			Total	9	152
Total Outreach Programs			17		477

THE SCIENCE AND TECHNOLOGY TRAINING PROGRAM APPENDIX

Table A: 1993 Teacher Training and Textbook Program

Teacher Training Seminars							
Seminars		Jan 3- Feb 2	Apr 25- May 19*	Jun 20- Jul 19	Aug 14- Sep 9*	Sep 18- Oct 14*	Total
Total Number of Teachers		37	32	40	37	37	183
Teacher Category	Secondary	6	21	40	20	13	100
	Middle	31	5	0	16	24	76
	Primary	0	6	0	0	0	7
Teacher/Seminar Level	Beginner	20	32	14	37	37	146
	Advance I	14	0	12	0	0	26
	Advance II	0	0	11	0	0	11
Total Number of Beneficiary Schools		25	9	10	9	10	68
Textbook Printing and Distribution							
Textbooks		Total Textbooks	Total Lab-Manuals	Grand Total	Students Affected	Beneficiary Schools	
Editions Revised		32	6	38			
Printed/Reprinted		109,000	3,000	112,000			
Distributed	Pakistan	65,428	3,000	68,428	11,404	15	
	Afghanistan	60,801	0	60,801	10,133	12	
	Total	126,229	3,000	129,229	21,537	27	

* Seminar held in Afghanistan

Table B: 1993 Experimental School of the Sciences

Student Selection and Population							
Class Level	12	11	10	9	8	7	Total
Candidates Registered for 1993/94	113	145	0	0	0	202	470
Candidates Participating in Exam	107	128	0	0	0	190	425
New Students Selected	6	22	0	0	0	40	68
Students Enrolled for Fall 1993	61	72	30	31	36	40	270
Practical Curriculum							
Laboratory Experiments Performed	135	131	79	46	71	79	541
Students Attending Computer Course	23	0	0	0	0	0	23
Students Attending Typewriting Course	2	7	5	3	10	5	32

HANGU EDUCATION PROGRAM APPENDIX

Table A: 1988 - 1993 Training Seminars Participants¹

Year	Location	Type of Seminar					Grand Total
		Pedagogical	Math	Dari/Pushto	School Administration	Teacher Training	
1988	Pakistan	58				11	69
1989	Pakistan	388				23	411
1990	Pakistan	393				19	412
1991	Pakistan	548				33	581
	Afghanistan	41					41
	Subtotal	589				33	622
1992	Pakistan	385	132				517
	Afghanistan	135					135
	Subtotal	520	132				652
1993	Pakistan	127	31	43	21		222
	Afghanistan	202	139	122	102		565
	Subtotal	329	170	165	123		787
Total	Pakistan	1,899	163	43	21	86	2,212
	Afghanistan	378	139	122	102		741
	Grand Total	2,277	302	165	123	86	2,953

¹The majority of the participants who received pedagogical training attended one of the program's full pedagogical seminars. However, also included in the pedagogical training figures above are: 36 literacy teachers trained in 1988 and 1989, 10 laboratory teachers (1989), 15 female teachers for special community classes (1989 and 1990), 185 primary teachers for the program's community-initiated primary classes in grades one through three (1988-93), and six teachers employed in a FETT-supported school who received a special one-week seminar in 1993. These training seminars varied in length from two to five days.

HANGU EDUCATION PROGRAM APPENDIX (continued)

Table B: 1993 Books and Supplies Distribution

Pakistan			Afghanistan		Total
Beneficiaries		Community Primary Classes & Naryab School ²	Refugee Schools ³	SubTotal	Four Eastern Provinces ⁴
Classes/Schools Assisted		58 classes (18 classes at Naryab school)	472 classes at 42 schools	530 classes	2,097 classes
Students Benefited	Boys	1,980	14,363	16,343	30,706
	Girls	771	1,374	2,145	3,519
	Total	2,751	15,737	18,488	34,225
Teachers Assisted		59	538	597	1,135
Items Distributed					
Notebooks		8,902	49,649	58,551	108,200
Drawing Notebooks		2,761	8,306	11,067	19,373
Ballpens		6,187	35,884	42,071	77,955
Pencils		4,655	24,988	29,643	54,631
Slates		2,503	6,300	8,803	15,103
Erasers		2,812	14,086	16,898	30,984
Color pencils		420	1,138	1,558	2,696
Geometry boxes		81	1,232	1,313	2,545
Rulers		299	6,960	7,259	14,219
Blackboards		50	162	212	374
Chalk		450	1,497	1,947	3,444
Tents		81	8	49	57
Floor Covers		67	186	253	439
Slate pens		11,116	2,445	13,561	16,006
Textbooks			2,347	2,347	4,694

²Enrollment figures for community primary classes and the Naryab school are from December, at the end of the second semester.

³The other refugee schools assisted are located in the Hangu/Thal area (9 schools), Miranshah area (9 schools) and Peshawar area (24 schools).

⁴Logar, Paktia, Paktika and Khost provinces.

THE LANGUAGE INSTITUTE PROGRAM APPENDIX

Table A: 1993 First Semester Enrollment Figures for On-Campus Classes

English Classes	# of Classes	# of Students
Beginner	1	33
One	5	142
Two	5	137
Three	5	117
Four	5	178
Higher-Intermediate I	13	381
Higher-Intermediate II	12	317
Total:	47	1,305

Table B: 1993 Enrollment Figures for Outreach Classes

Location	Programs	English Classes	Teachers	Students
Peshawar-based	6	49	38	1,758
Camp-based	19	87	67	2,236
Total	25	136	105	3,994

PUBLIC ADMINISTRATION PROGRAM APPENDIX

Table A: 1993 Enrollment in Semester Courses and Intensive Workshops

Course/Workshop	Students Enrolled	Students Completed
Academic Courses:		
Administrative Writing	36	21
Administration & Management	36	25
Bookkeeping/Accounting	44	33
Public Administration	48	33
Financial Administration	33	25
Computer Courses:		
WordPerfect 5.1	209	135
Lotus (123)	125	78
dBASE III Plus	41	32
Multi Lingual Scholar (MLS)	29	21
English Typing Courses:		
Level I	205	170
Level II	147	134
Level III	132	121
Sub-Total	1,085	828
NGO Intensive Workshops:		
Wordperfect 5.1	47	47
MLS	12	12
DOS	9	9
dBase 3+	13	13
Electronic Data Processing	10	10
Introduction to Hardware	5	5
English Typing	4	4
Report Writing	9	9
Sub-Total	100	100
Grand Total	1,185	928

ENDNOTES

Science and Technology Training Program

¹ James P. Grant, *The State of the World's Children 1992* (Oxford: Oxford University Press), p. 72.

² See: T. Shultz, "Investment in Human Capital," in *American Economic Review*, 2 (1961), pp. 104-111; E. Denison, *The Sources of Economic Growth*, 1962, and W. McMahon, "The Relation of Education and Rural Development to Productivity Growth," *Economics of Education Review*, 3: 4 (1984), pp. 299-313.

³ Marlaine Lockheed, Adriaan Verspoor, et al., *Improving Primary Education in Developing Countries: A Review of Policy Options* (New York: The Education and Employment Division, Population and Human Resources Department of the World Bank, 1989), p. 69. See also B. Fuller, "Raising School Quality in Developing Countries: What Investments Boost Learning," *Review of Educational Research*, 57 (1987:3), pp. 255-292; E. Schiefelbein and J. Simmons (1981); T. Husen and others, "Teacher Training and Student Achievement in Less Developed Countries", World Bank Staff Working Paper No. 310 (Washington, D.C.: 1978); N. McGinn, D. Warwick, and F. Reimers, 'Policy Choices to Improve School Effectiveness in Pakistan' (Paper presented to the VII World Congress of Comparative Education: Montreal, Canada, 1989).

⁴ Lockheed and Verspoor, p. 53; See also P. Neumann, *Publishing for Schools: 'Textbooks and the Less Developed Countries.'* World Bank Staff Working Paper No. 398 (Washington D.C.: 1980); P. Altbach, "Key issues of Textbook Provision in the Third World," *Prospects: Quarterly Review of Education*, 13(1983: 3), pp. 315-325.

⁵ Lockheed and Verspoor, p. 59. See also J. Armitage and others, 'School Quality and Achievement in Rural Brazil.' World Bank Education and Training Department Discussion Paper EDT No. 25 (Washington, D.C.: 1986).

Professional Development Program

¹ Inger W. Boesen, *Ten Years of War and Civil War in Afghanistan: An Educational Catastrophe for an Entire Generation* (Copenhagen: 1988), p. 5.

Rehabilitation Program For Afghanistan

¹ *The Agricultural Survey of Afghanistan*, The Swedish Committee for Afghanistan, Thirteenth Report, Repatriation and Rehabilitation Survey Part I, Khost Area, Paktia, May 1992.

² *The Agricultural Survey of Afghanistan*, The Swedish Committee for Afghanistan, Twelfth Report: 1990 Survey, 1991.

³ James P. Grant, *The State of the World's Children: 1993* (Oxford: Oxford University Press, 1993), p. 68.

⁴ *ibid.*, p. 72.

STAFFING SUMMARY

EXECUTIVE OFFICERS

John E. Dixon
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Allen Jelic
Deputy Director - Afghanistan Programs

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Qaiser Saleem
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Science and Technology Training Program

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Construction Related Training Program

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Professional Development Program

Sakena Yacoobi
Female Education Program

Abdul Qadir Rasouli
Printing Press



The staff shown above occupied these positions at the end of 1993. At that time, IRC's entire staff working in various locations of Pakistan and Afghanistan totalled 1513 of whom 1239 were Afghans, 261, Pakistanis, and 13, other nationals. This does not include many others who worked as contractors, day laborers, and volunteers.

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Andrea Mestrov – Editing and Text

Mohammed Muqem – Production and Development of Photographs

Paul Szenk – Editing, Text, Layout, Map, and Graphs

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